DOCUMENT RESUME

ED 144 292 EC 102 236

TITLE	Project Seacap: Establishing a Child Service Demonstration Program for the Learning Disabled in Delaware. Final Evaluation Report. July 1, 1973 - August 31, 1975.
INSTITUTION	Capital School District, Dover, Del.; Delaware State Dept. of Public Instruction, Dover.; Milford Special School District, Del.; Seaford School District, Del.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Aug 75
GRANT	OEG-0-73-2848
NOTE	110p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	*Delivery Systems; *Demonstration Projects; Early Childhood Education; *Educational Technology; Elementary Secondary Education; Exceptional Child Services; *Learning Disabilities; *Material Development; *State Programs
IDENTIFIERS	*Delaware

ABSTRACT

Presented in the final report of Project SEACAP, a program designed to provide educational services to learning disabled students in Delaware, is information on the project's history and goals, progress, evaluation methodology, and conclusion and plans. Outlined among program objectives are to develop and field test guides and media of a program referenced developmental-educational tracking system, to design and implement a model child service delivery system, and to foster rapid multiplication and adaptation of the project's technology and models on a statewide basis. The bulk of the document consists of appendixes which include the following materials: CADETS (Career Access Developmental-Educational Tracking Systems) products which include a brochure and the Milford Kindersteps Program; documentation of the Initial CADETS Special Study Institute; listings of members of project supervisory and service teams; supplementary reports from initial project demonstration sites; the 1974-75 learning resource center report from the Seaford demonstration site; and fiscal year 1974 and 1975 multiplication site reports from the capital district. (SBH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED144292

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A CHILD SERVICE DEMONSTRATION MODEL OF DELAWARE'S STATE INSERVICE AND INSTRUCTIONAL RESOURCE PLAN:

PROJECT SEACAP

ESTABLISHING A CHILD SERVICE DEMONSTRATION PROGRAM FOR THE LEARNING DISABLED IN DELAWARE

July 1, 1973 - August 31, 1975

FINAL EVALUATION REPORT

Fiscal Agent

Delaware State Department
of Public Instruction

Demonstration Site

West Seaford Elementary School
Sussex Avenue
Seaford, Delaware

Pilot Multiplication Sites

Capital School District
945 Forrest Street
Dover, Delaware

Milford School District
906 Lakeview Avenue
Milford, Delaware

Project Number: OEG-0-73-2848

EHA, VI - G

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Edward J. Dillon

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

EC 102236

CONTENTS

		Page
I.	Brief History and Goals of the Project	1
II.	Objectives of the Project	2
III.	Progress Report	3
IV.	Evaluation Methodology	9
V.	Conclusion and Plans	9

Appendix A

CADETS Products (Experimental Editions) Including Brochure and Milford Kindersteps Program. (Due to the pressures of time and demand, only one copy of Kindersteps is available at this point. This is included in the submissions. Additional copies will be submitted in the near future to complete record.)

Appendix B

Documentation of Initial CADETS Special Study Institute, August 15-29, 1975. Includes initial field feedback from the Diamond State ACLD Formative Play Program.

Appendix C

Project Supervisory Team ($STEAM_1$)

Project Service Teams ($STEAM_2$)

Appendix D

Supplementary Reports from Initial Project Demonstration Sites

FY'74 and FY'75 Learning Resource Center Report - Seaford Demonstration Site

FY'74 and FY'75 Multiplication Site Report - Capital District

ESTABLISHING A CHILD SERVICE DEMONSTRATION PROGRAM FOR THE LEARNING DISABLED IN DELAWARE

I. Brief History and Goals of the Project

A. The present proposal was developed and written in an intensive cooperative effort between the Delaware State Department of Public Instruction, the Seaford District and the Capital District. The Milford District joined the program in FY'75. Liaison was maintained with the Delaware Department of Public Health during the development of the project. This agency continues to be closely involved in the program.

The overall need for such a program was reviewed and endorsed by the Advisory Council for DSEC (Delaware Systems for the Exceptional Child) and the Seaford Advisory Medical Board in consultation with the Alfred I. duPont Institute. The response of individual parents in cooperation with the staff of the Seaford Learning Resource Center was especially helpful in certain aspects of community orientation and acceptance.

Members of the DSEC Special Study Team charged with the overall supervision of the project include:

Dr. Edward J. Dillon
(Project Director)
State Supervisor
Programs for Exceptional
Children (Instructional
Systems)

Archie Ellis
Curriculum Supervisor
Seaford School District

Mary S. Wiley, Principal
West Seaford Elementary
School

Robert V. Bresnahan
Principal, Seaford
Central Elementary School

Bonnie Higgins
(On-Site Coordinator-
Pilot Demonstration Site)
West Seaford Elementary
School

Patricia Derrickson
Lead Kindergarten Teacher
Seaford Central Elementary
School

Ina Upshur, Coordinator
Learning Resources Center
Seaford School District

Melville Warren
Director of Elementary
Education, Capital
School District

Robert S. Hall, Supervisor
Federal Programs
Capital School District

B. Although prior to Project SEACAP some progress had been made in Delaware and nationally in the education of the learning disabled, there were still a number of crucial tasks to be completed if fully effective LD programs were to be established in the public schools. These tasks included:

1. Provision in the school setting for the cost-effective differential diagnosis of those children with "hard core" learning disabilities and the much larger population of pupils whose problems in this area are relatively mild.

2. The design and implementation of flexible intervention models appropriate to the different degrees of disabilities found in the school.

3. The establishment of networks of interdisciplinary child study teams to assure effective early identification, sound, comprehensive programming and continuous follow-up and accountability including the adequate provision for the specific "hard core" cases for whom all too frequently there is no long term educational plan or program.

4. The development of a precise, efficient technology of developmental assessment, prescriptive programming and pupil progress accountability had to unify and facilitate the work of the child study teams.

5. The implementation of statewide inservice programs and child service demonstration models to provide a dynamic resource base to support programs at the local level.

6. The initiation of longitudinal educational research to foster the continuous improvement of instructional programs.

The present project implements a practical, long range strategy toward the accomplishment of these tasks. The specific objectives of this effort follow.

II. Objectives of the Project

A. To implement the operational structure and the activities of the Project Demonstration Site (the Seaford District) and the initial Multiplication Sites (the Capital District and the Milford District).

B. To contribute to the development and field testing of the guides and media of a program referenced developmental-educational tracking system which will foster the continuous long term program planning and accountability essential to the successful progress of the seriously disabled learner from early childhood through career entry.

C. To design and implement a model child service delivery system for children with specific learning disabilities which emphasizes:

1. The child study team approach,
2. Early identification and intervention,
3. Flexible, realistic mainstream programming for the mild, moderate and severe cases,
4. Precise, efficient prescriptive teaching for the individual child,
5. A continuous system of program planning and accountability for specific long term cases.

D. To integrate Project SEACAP within a dynamic statewide consortium of projects in the broad area of developmental learning disabilities to intensify the dissemination and validation of the program.

E. To foster rapid multiplication and adaptation of the project's technology and models on a statewide basis.

III. Progress Report

Objective A. To implement immediately the operational structure and the activities of the Project Demonstration Site and the Initial Multiplication Sites.

The Project Supervisory Team ($STEAM_1$) assumed overall coordination of the project. The Team met on a monthly basis and more frequently as necessary. Refer to Appendix C.

The Project Service Team ($STEAM_2$) in the primary demonstration site, the Seaford District, completed the diagnostic screening of the target population and initiated intensive diagnostic teaching to determine and implement an educational prescription for each learning disabled child. The Team met twice a month to coordinate the educational-clinical specifics of the project. Refer to Appendix C.

The Committees of $STEAM_1$ and $STEAM_2$ met jointly to review those "hard core" cases which required additional educational-clinical consultation in order to establish an effective educational plan. These cases served as pilots for the project's developmental profiling technology (CADETS). Refer to Objective B.

$STEAM_2$ completed the case profiles and prescriptions. Pilot interdisciplinary teams of resource specialists staffed selected cases from this core to provide in-depth consultation and review. In addition to the assistance afforded each child, these individual, in-depth studies provided the basis on which to establish a more systematic intervention strategy.

The Project Service Team ($STEAM_2$) in the primary multiplication site, the Capital District, initiated program planning activities to establish an appropriate adaptation of Project SEACAP within its own program.
The project organization in the Milford District was less formal and more limited in scope. Efforts in this Site were very effective, however, in the development of a structured preventative kindergarten program.

Objective B. To contribute to the development and field testing of the guides and media of a program referenced developmental-educational tracking system which will foster the continuous long term program planning and accountability essential to the successful progress of the seriously disabled learner from early childhood through career entry.

Members of the Project's $STEAM_1$ and $STEAM_2$ Committees contributed to the development of the experimental edition of the Individual Pupil Profile of CADETS (Career Access Developmental-Educational Tracking Systems). CADETS was designed to facilitate and systematize the work of the interdisciplinary child study team in the development and continuous updating of effective educational and vocational prescriptions for the exceptional child. The Pupil Profile was the first product in the total system. Refer to Appendix A.

To meet this objective the Profile provides a comprehensive inventory of each handicapped child's ability to process information in all the major areas of cognitive development. The areas are: Reflex-Motor-Perceptual, Sensory Integrations, Symbolic-Cognitive, and Personal-Social-Vocational. Within each area a cluster of crucial developmental lines is projected from infancy through vocational entry. The behavioral objectives of the inventory advance stage by stage along each of these lines. Particular emphasis is placed on the total range of information processing abilities at the pre-academic level and the core academic skills at the primary and elementary school levels. However, provision is also made for the recording of competencies at the secondary level and beyond whenever these are demonstrated.

Accordingly, the profile provides:

1. A system for planning a unified, precise, and continuous educational prescription for each handicapped child.

2. A system for planning a comprehensive, baseline prescription for the career development and vocational education of each handicapped child.

3. A ready method of establishing long range accountability and coordination for the total educational program of each handicapped child.

4. A comprehensive frame of reference for educational program research and planning in all areas of exceptionality.

It is not necessary to profile in depth the instructional needs of every child in special education. For the milder problems the inventory can serve as a reference for general program planning. However, for any handicapped child with a persisting disruptive disability in processing information whether learning disabled in the specific or general noncategorical sense, the consistent use of an individual tracking profile is essential to sound long range program coordination and accountability by the child study team. In this respect there is a crucial need for a core system of educational profiling to assure the progressive integration of basic education, the various therapies, career development, and vocational planning.

As we have indicated, the Individual Pupil Profile is the initial component in the total CADETS system. Other major components include:

1. A Teacher's Handbook which provides a basic introduction and specific instructions for the use of the total system, as well as bibliographies criterion referenced program approaches appropriate to each age level of each developmental line of the Profile.

2. A basic Curriculum Guide at the Reflex Level, 0-16 months (with accompanying teacher training media) to show in educational-clinical detail how to initiate a program for the profoundly, severely physically-multiply handicapped child.

3. A compendium of selected preschool and school age cases from every area of handicap to provide practical reference models of the comprehensive, precise educational and vocational prescriptions which are possible through the application of the CADETS profiling system by an interdisciplinary child study team.

4. A compendium of alternative child service delivery systems for the CADETS program with different target populations of handicapped. This compendium includes the model delivery system of the demonstration and multiplication sites for the present project.

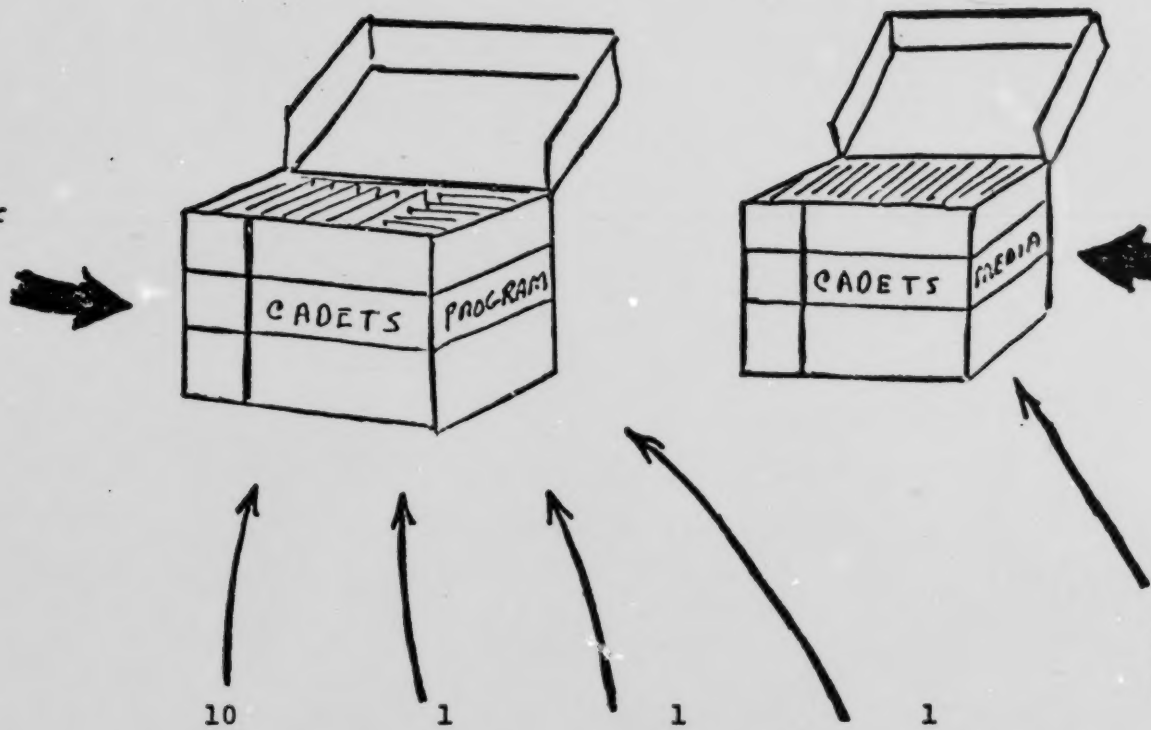


FIGURE 1. PRELIMINARY CADETS PACKAGING PLAN (Schema)

Project SEACAP participants contributed directly to the development of components 1, 3 and 4 above.

Figure 1. provides a graphic schema of the total CADETS program package, an exportable technology which can be disseminated readily and flexibly to a special school, a special class, or as indicated to a mainstreaming program for certain specific handicaps. The schema is experimental at this point. The packaging design will be completed in detail during FY'76. The initial estimated cost per special class will be in the area of $50 to $75. However, the kit will be designed to last for two decades with only a modest year to year additional charge for additional Pupil Profiles. The use of the entire CADETS program is being piloted in the John G. Leach School for the Orthopedically Handicapped, the present project for specific learning disabilities, and the Delaware Hospital for the Mentally Retarded (and severe developmental disabilities).

Basic Experimental Editions of CADETS were completed in FY'75. Refer again to Appendix A. Extensive field testing of the CADETS package as indicated in Figure 1. is planned during FY'76. Immediately thereafter (during FY'76), First Editions of the CADETS program will be published.

Objective C. To design and implement a model child service delivery system for children with specific learning disabilities which emphasizes:

- The child study team approach,
- Early identification and intervention,
- Flexible, realistic mainstream programming for the mild, moderate and severe cases,
- Precise, efficient prescriptive teaching for the individual child,
- A continuous system of program planning and accountability for specific long term cases.

Paralleling the development of the product technology of CADETS, immediate steps were taken to implement an alternative child service model for specific learning disabilities which incorporates the above criteria. Specific components of the model included the establishment of:

1. A multi-phase screening and diagnostic program to identify, profile, and prescribe for the educational needs of children with specific learning disabilities and other handicaps at the kindergarten level and primary grades. (Appendix D shows the progress in this phase of the program in the initial project demonstration sites.)

2. A systematic, developmentally-based general kindergarten program geared insofar as possible to the instructional needs of every child. (The Kindersteps Program of the Milford District shown in Appendix A is now fully

operational.) The most deficient children on this general program are placed on the CADETS Pupil Profile for individual long range tracking by the district's child study team. Similar preventative programs are also in the process of development in the Seaford and the Capital districts. In these later sites CADETS is being utilized adaptively as a research tool to identify the specific learning needs of the kindergarten populations as the basis for more systematic program planning.

3. An intensive case intervention program at the kindergarten level for the seriously learning disabled. (This component was implemented in FY'75 in the Seaford, Milford, and Capital School Districts.)

4. An intervention program at the primary grade levels which provides flexible patterns of cost-effective services designed to keep the child in the educational mainstream as much as possible, including resource teacher intervention in the regular classroom, consultation with classroom teachers, itinerant services, learning resource center services, consultation with parents, and coordination with referral sources. (This component was implemented in the project demonstration sites in FY'75.)

Objective D. Integrate Project SEACAP within a dynamic statewide consortium of projects in the broad area of developmental learning disabilities to intensify the dissemination and validation of the program.

The State Supervisor, Programs for Exceptional Children (Instructional Systems), directly coordinated the consortium of statewide projects in developmental learning disabilities indicated earlier in this report, including the present project, and ESEA Title III Project for the Orthopedically Handicapped, an ESEA Title I Project for the Mentally Retarded, and a Part D State Inservice Training Grant. Each project contributed to the total effort to establish a unified, flexible diagnostic-instructional technology (CADETS). The Title III Orthopedic Project emphasized severe and multiple developmental learning disabilities. It provided a basis for the total effort and multiplied directly to the Title I Project for the Mentally Retarded. The present project emphasizes moderate to severe specific learning disabilities. The Title III Project provides a systematic developmental basis from which programs for the learning disabled can be extended and adapted.

Accordingly, each project demonstrated a specific child service model appropriate to its target population.

Objective E. Foster rapid multiplication and adaptation of the project's technology and models on a statewide basis as appropriate.

Project SEACAP is the Statewide Child Service Model designed to show how the CADETS technology can be applied to serve the educational needs of children with specific learning disabilities. The pilot demonstration site was initiated during the project's first year in the Seaford District. A pilot multiplication site was also initiated during the project's first year in the Capital District. Appendix D shows that good progress is being made in this area. During the project's second year the Milford District became a demonstration site for a preventative developmental kindergarten and an early intervention model for children with specific learning disabilities. See Appendix A, CADETS (Kindersteps) as indicated previously.

Plans were completed for an annual Part D workshop to prepare statewide child study teams in the use of the CADETS technology. During FY'75 the initial CADETS Special Study Institute was held. The Institute pilots the CADETS program in a variety of agencies and institutions. Continuing follow-up and support will be maintained concerning these efforts.

IV. Evaluation Methodology

In accordance with the original evaluation design of the SEACAP proposal, evaluation activities have been carried out by the Project Supervisory Teams from the standpoints of program development and pupil progress reports. The attachments of the present report document the progress which has been made to date.

V. Conclusion and Plans

The present report shows that Project SEACAP has made significant progress with respect to all its objectives in a very intense effort. Accordingly a sound foundation has been established for long range statewide program development in the area of specific learning disabilities.

Plans are in process for FY'76 and beyond:

- To edit and disseminate the first editions of CADETS;
- To conduct annual CADETS Statewide Special Study Institutes;
- To pilot intensive diagnostic intervention programs at the 0 to 4-year level;

- To guide the multiplication of the program to other LEA's and state agencies;
- To conduct descriptive research utilizing CADETS to identify the nature of the educational profiles at different age levels of children identified as learning disabled.

EJD/pb
9/24/75

APPENDIX A

CADETS Products (Experimental Editions)

Including Brochure and Milford
Kindersteps Program

(Due to the pressures of time and demand, only one copy of Kindersteps is available at this point. This is included in the submissions. Additional copies will be submitted in the near future to complete the record.)

APPENDIX B

Documentation of Initial CADETS Special Study Institute, August 15-29, 1975

Includes initial field feedback from the Diamond State ACLD Formative Play Program

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

April 25, 1975

Dear Colleague:

Thank you for your interest in and contribution to CADETS.

We will be in touch with you shortly concerning:

1. The CADETS summer-fall in-service program which has now been approved by the University of Delaware as a graduate credit option course.

2. CADETS field test objectives, feedback procedures and schedules which will be implemented immediately and carried through next year.

Finally, the *Profile* (Experimental Edition) is released to you directly as an agent in the CADETS field test plan. There are in this respect a few simple cautions:

1. This is copyright material and should be respected accordingly.

2. The *Profile* is for your use only in meeting the objectives you have set for the CADETS program.

A larger concern relates to the issue of confidentiality of records. For the moment the following guidelines should suffice:

1. The ordinary provisions for pupil records storage are basic.

2. Consider the parent to be a member of the child study team wherever possible. Thus far parents have been very positive concerning the access they had to the profiles of their children.

3. In the case of an orthopedic or other special facility consider CADETS to be an integral part of the regular program. No special permission to apply CADETS is necessary. Should the child transfer to another school parental permission will be necessary to send the CADETS *Pupil Profile* to the receiving agency. Such permission may be obtained routinely in conjunction with any other approvals necessary to transfer school records.

4. In order to place an exceptional or any other child on a CADETS *Profile* when that child is receiving full or part-time services in the educational mainstream, including self-contained special class placement, the parents should be fully aware of and concur in the use of CADETS. When parents understand the need for the program there should be no problem.

Once again observe the ordinary regulations and cautions in transfer situations.

Sincerely,

Edward J. Dillon

Edward J. Dillon, EdD
State Supervisor
Instructional Strategies & Systems
for Exceptional Children

IVISION OF CONTINUING EDUCATION
UNIVERSITY OF DELAWARE announces

INITIAL CADETS SPECIAL STUDY INSTITUTE

(Career Access Developmental-Educational Tracking Systems)

Phase II - Field Test of Experimental Editions

CADETS applies adaptively to the learning disabilities of the developmentally vulnerable child from 0 to 21 years of age, including:

the orthopedically handicapped
the learning disabled
the mentally handicapped
the socially and emotionally involved
the sensory impaired
the slow learner
the normal child with specific developmental immaturities

University of Delaware - EDP 567 Seminar
(3 graduate credits)
or
Department of Public Instruction Inservice Credit

Sponsored by the Steering Committee of the CADETS Consortium in cooperation with the Delaware Department of Public Instruction, the Department of Health and Social Services, the University of Delaware, and the CADETS demonstration sites.

August 15-29, 1975 (11 days)
with field follow-up activities to be scheduled in the fall and spring of 1975-1976

BACKGROUND

The moderate to severely handicapped child must have an educational program tailored step by step to his unique profile of strengths and weaknesses. The greater the handicap the greater the need for such programs to begin early and continue precisely without interruption through entry career/vocational training. Such programs are not operational at this poing for the handicapped because a practical individual educational tracking technology does not exist on a continuous span from birth through entry vocational training.

Hence, there is limited educational carryover, whether from agency to agency or from grade to grade. Staffs and individual teachers are forced from year to year to rediscover the basic needs of such children. At times the transmission of case information is so poor that important instructional data about a child's learning needs is never adequately incorporated in his program.

There are a significant number of seriously handicapped children who are underserved from the crucial standpoint of not receiving the specific complete program which they must have if they are to progress. Such children are to be found in the local educational agencies, special schools and institutions. With the national focus this year on the needs of the handicapped who are unserved and underserved, this problem becomes a major educational issue.

CADETS (Career Access Developmental-Educational Tracking Systems) provides a promising solution to this continuing dilemma. The program, under continuous development since 1970, includes:

A. CADETS Materials -

1. A Pupil Profile of 14 major lines of development is designed for the use of statewide child study teams. Continuous records are maintained in the profile of the educational prescriptions for each child (0 to 21 years of age).

   The Profile follows the child from agency to agency and grade to grade. Parents are always a part of the team. Confidentiality is respected. The goal is that the child will be on a proper program, and that the program will be changed precisely as his needs change over the long pull.

2. A Teacher's Handbook provides criterion referenced diagnostic-instructional resources for each level of each developmental line of the profile. The Handbook is organized to foster:
   a. Programs of early developmental amelioration and prevention;
   b. Developmental remediation programs.

3. A Curriculum Guide at the Reflex Level (0 to 16 months) includes teacher training films and slides to show in educational-clinical detail how to initiate a program for the profoundly physically-multiply handicapped child.

4. A Compendium of CADETS Case Studies and Program Reports from every area of handicap shows the program in action with many different types of cases in a variety of settings.

B. CADETS Demonstration Projects -

1. ESEA Title III Statewide Project for the Orthopedically Handicapped - Primary Demonstration Site - The John G. Leach School. (The Basic Project for the total effort).

2. Part G, PL 91-230 (Project SEACAP) Statewide Project for Children with Specific Learning Disabilities - Primary Demonstration Sites: Seaford, Capital, and Milford Districts.

3. ESEA PL 89-313 Project at the State Hospital for the Mentally Retarded establishing a developmentally-based educational program for the profoundly, severely, moderately, and mildly mentally handicapped.

4. Part D, PL 91-230 Establishing a Statewide Inservice and Instructional Resource System for the Special Educators of Delaware.

5. Specific clinical applications in various cases spanning the whole spectrum of exceptional and normal development.

C. CADETS Professional Training -

Training activities include the present Special Study Institute and a variety of in-service and dissemination activities.

INSTITUTE OBJECTIVES

The program of CADETS is now ready for extensive field test. The present Special Study Institute launches this phase. Accordingly this invitation is extended primarily to supervisors, teachers and/or therapists who can work as a pilot multi-disciplinary child study team in the CADETS program.

This is not a crash effort. The emphasis is on a quality thrust to establish a sound foundation in each new consortium setting for the CADETS program. During the first year the aim is simply to profile, plan, and provide effectively for a few difficult cases in order to master the system.

Experience has shown that in the first step there is simply no substitute for a sound, pilot effort. Success brings its own problems-those of growth and expansion. Hence, the build-up of a strong permanent program must be nurtured step-by-step clinically and administratively so as to be optimally compatible with the management structure in each agency.

Never-the-less, for the agency which elects to implement the CADETS program as a means of better serving its underserved and unserved exceptional pupils, there is no reason not to begin immediately on a small scale.

Accordingly, upon completion of the Institute each participant will be able to:

1. Apply the CADETS Pupil Profile on an individual basis;

2. Translate the Profile into a sound individual educational plan;

3. Participate in an interdisciplinary team in the application of CADETS;

4. Apply CADETS flexibly as a basic frame of reference in program planning for group instruction.

With respect to CADETS field test responsibilities it is expected that participants will provide certain types of information and data concerning the CADETS technology in relation to the developmental needs of specific target populations. Confidentiality will be respected and the work aspect kept to a minimum.

Finally, documented professional recognition will be given to each case study, working paper, etc. which contributes to the improvement and dissemination of the CADETS program.

INSTITUTE ACTIVITIES

Phase I - A concentrated 11 day practicum (August 15-29). Following a one-day (5 hour) introduction and overview, participants follow the group sequence most appropriate to the needs of the children they serve. Introductory day is Friday, August 15.

Day 1 Monday - Presentation. Each group sequence unfolds as follows: A particular section of CADETS is presented in-depth five hours of lecture, media, and discussion are involved. Consultants participate who have contributed to the development of the CADETS media.

Day 2 Tuesday - Workstudy. Specific cases (selected by the participants) are profiled on CADETS in the program area presented in-depth on the preceding day. Participants work in teams. In addition, specific presentations are made concerning pilot implementations of the program. Three hours of workstudy are involved. Consultant teams conduct small workstudy groups. Consultants participate who have contributed to the field pilot demonstrations of CADETS in various sites.

Day 3 Wednesday, etc. - Presentation. The next section of CADETS is presented and the cycle repeats itself until each participant has completed a total of five presentation days and five workstudy days.

By the end of Phase I each child study team will have completed the profiles and preliminary educational plans of a number of cases that the team had identified prior to the institute. Each participant will be accountable for at least one case. Parental awareness and permission and agency concurrence are essential in each case. Participants take care of this aspect before the Institute.

Phase II - Optional demonstration site visits arranged by the participants with selected settings.

Phase III - Field educational-clinical follow-up activities. These activities are arranged so that multidisciplinary consultant teams may review with the field participants the progress of cases profiled in Phase I. In this review educational plans are modified if necessary. Provision is made for a fall or late spring review of each case to provide a pre and post validation of the CADETS profile and plan.

Phase IV - Field test feedback.

SPECIFIC INFORMATION

Registration

Because of the heavy pressure of CADETS development schedules it was not possible to release this announcement at an earlier date. Therefore, we must ask the cooperation of prospective participants in filling in the attached enrollment form and returning it by May 30 to:

Conferences and Centers
John M. Clayton Hall
University of Delaware
Newark, Delaware 19711

Time and Place

The program will commence 9:00 a.m., August 15 at Clayton Hall, University of Delaware. A full program is planned from 9 a.m. to 3 p.m. The schedule of activities thereafter will alternate from day to day - 5 hours one day, 3 hours the next.

Faculty

A multidisciplinary faculty of recognized national consultants and in-state professionals from the CADETS Consortium will participate in the program. Edward J. Dillon, Ed.D., Coordinator of CADETS Development and Dissemination, will direct the activity.

A follow-up announcement providing details in this area will be available in the immediate future.

Materials

CADETS program materials in adequate supply will be distributed without charge to the participants. A special CADETS resource library will be available throughout the program.

Costs

This program qualifies under the Summer Course Fee Exemption for Delaware Teachers. Teachers selected for the program are only required to pay a $10 registration fee.

Arrangements are in process to defray the cost of participant travel expenses or overnight accommodations at the Christiana Towers. In general, reimbursement for overnight accommodations will be extended to participants who must travel a distance in excess of approximately forty-five miles.

Meal expenses are the responsibility of the participant.

Credit Option

Participants may earn three graduate level credit hours by registering for EDP 567 CADETS Special Study Institute.

Delaware public school teachers are exempt from payment of course tuition fees and need only pay a $10 registration fee. Tuition for other Delaware resident students is $120. Non-Delaware participants must pay full tuition of $297, if they desire to register for credit.

Tuition Assistance

For other than Delaware public school teachers, a limited amount of tuition assistance may be available.

Applicants requesting tuition assistance should register by the May 30, 1975 deadline. Notification of the amount of assistance for credit tuition will be indicated in the confirmation notice.

Inquiries

All inquiries regarding the Institute should be addressed:

Dr. Edward J. Dillon, Institute Director
Initial CADETS Special Study Institute
Conferences and Centers
Division of Continuing Education
University of Delaware
Newark, Delaware 19711

Phone: (302) 738-2215

Confirmations

Confirmations of participants selected will be mailed during the first week of June. Should it not be possible to select all applicants, refund of registration fee will be returned the first week of June.

APPLICATION FORM

Return to: Conferences and Centers
John M. Clayton Hall
University of Delaware
Newark, Delaware 19711

EDP 567
CADETS Special
Study Institute
August 15-29, 1975

Please print or type all information. Enclose check (made payable to University of Delaware) for registration fee of $10. (All registrants must pay this fee).

NAME_____

HOME ADDRESS_____

CITY_____STATE_____ZIP_____HOME PHONE_____

LOCAL EDUCATIONAL AGENCY - SPECIAL SCHOOL - INSTITUTION

_____

POSITION_____

TYPE(S) OF EXCEPTIONAL CHILDREN SERVED_____

TYPE OF CREDIT (Please check appropriate block)

☐ Graduate

☐ State of Delaware In-Service

☐ Non-Credit

Please check the appropriate block in No. 1 and No. 2 if assistance is requested:

1. ☐ Travel

   ☐ Overnight

2. ☐ Tuition

DEADLINE FOR RETURNING APPLICATION FORMS IS MAY 30, 1975.

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

CADETS SPECIAL STUDY INSTITUTE
(CAREER ACCESS DEVELOPMENTAL EDUCATIONAL TRACKING SYSTEMS)

August 15-29, 1975

University of Delaware — Supervisor: Edward J. Dillon

Purpose: Initial statewide dissemination and field testing of the CADETS program. Upon completion of the Institute each participant was expected to:

1. Apply the CADETS Pupil Profile on an individual basis;
2. Translate the Profile into a sound individual educational plan;
3. Participate in an interdisciplinary team in the application of CADETS;
4. Apply CADETS flexibly as a basic frame of reference in program planning for group instruction.

With respect to CADETS field test responsibilities, it is expected that participants will provide certain types of information and data concerning the CADETS technology in relation to the developmental needs of specific target populations.

Participants: 75 (special education teachers, physical therapists, occupational therapists, speech clinicians, school psychologists, social workers and education administrators) from 22 different public and private agencies attended the institute. This representation encompassed every spectrum of programming for the needs of exceptional children.

Activities: 1) Participants were trained in depth in the CADETS materials including the applications of:

A dynamic Pupil Profile;
A criterion referenced Profile Handbook including the:
- Reflex-Motor-Perceptual Dimension
- Specific Perceptual Dimension
- Symbolic Dimension
- Cognitive Dimension
- Personal-Social-Vocational Dimension

A multimedia Curriculum Guide at the Reflex Level (0 to 16 Months).
Multimedia multidisciplinary presentations were used throughout the program.

2) In addition, each participant was expected to profile and plan an educational program for one handicapped child utilizing CADETS.

3) Finally, participants designed a preliminary operational plan for the pilot application of CADETS in their own institutional setting.

Outcomes or Expectations:

1) Field testing of the CADETS materials was initiated immediately.
2) Broad statewide dissemination of existing CADETS products was accomplished.
3) Specific commitments were obtained for the statewide and the pilot application of individual tracking programs for specific numbers of seriously handicapped children. In this respect CADETS profiles and plans will be implemented for 50% of the orthopedic population in FY'76. The goal is 100% accomplishment by the end of FY'77.
4) The bases for SENSC (Sequential Evaluative Networks for the Special Child) were established in that the participating agencies can be clustered sequentially to demonstrate continuous tracking of each severely handicapped child from infancy through entry career/vocational training.
5) The bases were established for subsequent projects to implement specific components of the CADETS delivery system.
6) As a result of this institute there has been an intensive multiplication of diagnostic leadership personnel statewide especially at the early childhood intervention level. The need for such leadership in all agencies and institutions is crucial to the success of any special education programs, especially the programs of the future such as CADETS which provide for continuous individual tracking and progress accountability from the earliest point of identification.

EJD/pb
9/2/75

Participants
Evaluations of the Initial CADETS

Special Study Institute

J. M. Clayton Hall
University of Delaware

August 15-29, 1975

CADETS WORKSHOP

Well organized. Excellent material. Helpful, interesting consultants. Solutions offered to problems we are now trying to cope with unsatisfactorily in the classroom. It must have been difficult to carry on the same discussion with people who had had years of experience in developing this beautiful program and those of us who just arrived. The excellent bibliographies should help freshmen like me catch up. Many thanks for this great experience.

This has been an extremely worthwhile two weeks for me. In fact, it ranks as one of the top educational experiences I've had in graduate school. Content was highly interesting and informative and the consultants were stimulating and helpful. Organization was superior.

I have found the approach and rationale fascinating. The fact that the profile can at a glance reveal the information processing abilities of the child and their relative rate of development over a long period of time would be invaluable to me for some of my children. When our PRD committees meet and, at times, we seem not able to agree on a specific prescription for a child, the profile would be very useful. I would like to see some information compiled which would enable us to see rather quickly what a 60 month old should be doing, etc. We could do this for ourselves from the handbooks. As a speech clinician, I hadn't been exposed, to any great extent, to over-all remedial procedures.

The CADET Profiling System seems to be what public schools needed long ago. File folders are crammed with unorganized information and as the child passes through the system the folder gets fatter not better organized. The developmental approach establishes a point of reference and uses a logical sequence. Why couldn't I have been presented with this system in undergraduate school? The course contained so much new material and was given to us all at once-it was a lot to chew, but intellectual indigestion is what we all get during the summer sessions, isn't it? I enjoyed a burp here and there as I tried to swallow the daily information. In making my profile I became very close to my chosen child and we established a rapport for the coming year. I also learned to make contacts with the home and achieved a better understanding of the child's environment-which I would not have been able to do during school time. I would like to continue this profiling and perhaps next year when I am more familiar with it, introduce the system to my school and pilot it in our resource rooms for the severe cases. We special educators have requirements to meet-this system really helps us to be organized, to establish our needs-the children's needs, and to be accountable for what we do. Progress can be seen on the profile-let's hope it always is forward.

I found the materials very helpful. I extremely enjoyed the course and feel it will be most helpful in our program. While working at such an early age with our children it is very clearly seen how beneficial a program of this type can be. Hopefully the day will come we can reach children at this early age. I found the course very exciting and am looking forward to more workshops, etc.

The workshop was excellent, Ed. There was a great deal of material covered, but your consultants were clear and well organized. I feel CADETS has a great potential. I am concerned with the amount of time required to complete a profile. Will public school teachers be given the time and administrative support to carry out the diagnosis and develop a prescription?

I feel this program is very useful at the pre-school level and should be introduced into all maternal and child health clinic. With creativity parts of the profile can be effectively used with kindergarten or primary graders as a diagnostic tool. I feel that children in question in the early years should receive parts of the profile so that placement in the proper educational setting can be made. At that point its use should be coordinated with other approaches built on other rationales or beliefs.

Profile idea is excellent. Needs to be more compact in terms of material. Course was good but a great deal to handle in 2 weeks. Language area--could use some work.

Keep up this great program! This is my first experience with Cadets and I am both overwhelmed with all the information and excited to the point I can't wait to try this at school. I do wish there could be a better understanding among administrators about your idea because more teachers could then be involved. Please give us some practical experience with the training programs I have tried checking reflexes but I am not sure of what I am doing.

Handbooks and Guide, should include a complete fold out of each dim line according to months level. The statements should be stated in shorter terms. Profile--The book with the diagnostic comments and educational plans should be more compact. The profile is too cut up for easy understanding for teacher. It is hard to follow the check list, diagnostic comments and educational plans and correlate it on one area.

Course Content--Excellent but most concentrated in a 2 week period. However, I believe the coming sessions will permit in-depth exploration and answer the questions people may have. Consultants--Great! Would hope the affective domain could be examined in future seminars. SEM teachers are struggling!!!

Alot of material was given to be digested in short period of time. Being fairly new in this program it was rather difficult to completely digest all that was given each day. I found this course most interesting. It has really opened the door for me and I am beginning to look at my handicapped children in all lines of each of the 5 dimensions. I am very anxious to do further testing on my children and hope that by making educational plans along the lines most needed it will help to make me a more effective teacher in the future.

The overall program during the past 2 weeks has been stimulating and I feel generally has gotten everyone thinking in new lines of direction for the better. Workshops throughout the year will be most beneficial. Even though I have been exposed to this terminology and some of the theory for several years, it is still difficult to group. I feel the auditory and language lines could be refined and have indicated suggestions in my profile book. Six years ago if I had told a classroom teacher that one of her students needed occupational therapy because his abnormal reflex pattern was interfering with his learning, I would have been regarded with much suspect. Today all that is changing and CADETS can take much of the credit.

Basically the course was very good. The ideas are great--something like this is really needed in our schools and other agencies. Again I do have to criticize the overemphasis of the STNR. At the workshop we have worked with LD kids for 6 years and Jean Ayres has much longer. We have found it very difficult to get a true STNR response without influence of the TLR. We are finding that most of our children have inadequate development of their vestibular systems which is the lowest level of development (tactile being the exception--they both develop quite early in the pre-natal period). The vestibular mechanism exhibits a strong influence on the labyrinthine reflexes and this is where treatment should be first emphasized. Granted spinning is a powerful stimulus which should not be used by a teacher alone without aid of a therapist. However, there are more activities (exercises) which could be used to better inhibit the reflex patterns. We are finding that a variety of exercises is more challenging to the child and achieves more in the end. Finally, I think Ayres test battery should be incorporated into the program--at least the section on tactile perception, administered by a professional.

This course has enriched my feeling about developmental education. I have been working in the feel for some time, but by listening to the consultants again and gaining more information I enjoyed and acquired alot. I would like to see all special education teachers from my district take this course. I would not prefer to come the last two weeks of August.

Program extremely worthwhile. Materials are well laid out and beneficial. The child is definitely the center and sound educational plans can now be written.

The materials are invaluable in a practical and in an orientational point of view. They will assist me in diagnosis, educational planning and facilitate awareness of a child's place in achievement. The Cadets program is a sound one. It has drawn upon many contributions and has finally given a concrete means with which special education populations can be taught, and can be tracked from agency to agency.

I have enjoyed this course. Having taken the previous workshop it was tremendous to review it all again and to have new areas explained. I am pleased with the profile! It has been so helpful as a diagnostic tool for me with my class and also as an indicator of progress to the parents. They really appreciate it. It's interesting how they will tell stages of development that were missed when they realize you really can gain information on their child. Previously they were reluctant to admit it. Thanks alot, Dr. Dillon, I enjoyed being a group chairwoman. It was beneficial to me to have the reaction of an interdisciplinerian group.

Workshop a commendable effort--We down at HMR are thirsty for these experiences and don't mind the location whatsoever. Materials available were excellent--as was the exposure to the various consultants.

The materials given out at this workshop were remarkable. They will be of tremendous help. With their useage I feel I can better identify what my students needs are and how to remediate their problems.

I feel the handbooks need further extension into the higher age groups. Also more specific operational definitions need to be presented in the check lists. Generally the program has been very beneficial. Not having had any previous background in CADETS I am still having some difficulty assimilating and intergrating some of the very interesting parts but I feel it is a beginning and I look forward to future workshops in the area.

The task of creating a comprehensive educational developmental tracking system seems stagering--yet it is being done in a systematic and organized manner. I am certainly sold now, though, I was not when I arrived. I look forward to the combination of the handbooks into one package as well as the change of the total educational plan to one spot in the profile.

The workshop has been valuable to me. I have been involved in other work shops of similar nature but this one continued to reinforce earlier learning experiences. I feel more proficient in my task and go back to my job with reviewed enthusiasm and expectations using the CADETS program. Materials excellent.

Materials are great. I learned alot.

The written schedule was good. The attempts to keep to sessions schedules were also good. Break time need to be refined somewhat. Some people just cannot go beyond 90 minutes without a break. If break times were known to be a certain time one could wait the extra five or ten minutes and not have to leave the room.

An excellent introduction into a much neglected and misunderstood critical aspect of education!!

Alot was covered in a very short time. Evaluation at this point in time is extremely difficult. I think the follow-up sessions and on-sight assistance will provide a broader base from which to evaluate the programs. In addition, one pilot efforts will determine whether CADETS is useful to our kids in our program.

To much information in such a short time. Handbooks excellent

The materials composed and distributed are of exceptional values for one simple reason, at least and that is--"so far" there is no one resource from which you could get an extract of such vital in information. Very useful and of dynamic nature. I'm sure it will create a great positive impact in the lives of handicap children of all kinds. The course, too lengthly with too much repetition and hammering of the same topics or subjects. Could have been extremely PRECISE, to the point, BRIEF with no undue revisions of the same subject matters.

CADETS
(5)

The course was extremely beneficial for me from the stand point of remediation and recognition of the mild LD child at the kindergarten level. Both Mrs. Early and Dr. Bender were especially helpful for this area. In terms of providing an overview of the developmental process of learning I feel there is no better course offering. I do feel however that any future presentations be more departmentalized according to the children we service.

I feel that material will be excellent source in finishing profiles. Handbooks offer references and specific information which will help greatly in writing the education plans. The course was stimulating and most interesting. Will greatly help in finishing the 155 profiles we are now involved in. I am interested in any workshops to follow and follow up meetings which may occur in the future.

I felt that this program was very good, but that for the type of student which I deal with it came a little too late to help. Also I feel that if Cadets is accepted system wide, it will make this problem less complicated. Hope it does become operational. I feel that the material provided will be quite helpful, to teachers of special education students, but I think that the emphasis should be directed toward those people who function with these same students without the formal education in the area of exceptional children. This I believe is one of the shortcomings of the program as it is operated now. There is too little training provided to those other teachers who spend more time with these same children and might be able to assist in an educational program for the mildly handicapped or emotional child.

Handouts so far should be very helpful as resource materials that can be used constantly. The criticism or suggestions I have for improvement seem to be in process. One danger is that the material can become too involved. As it stand a public school teacher will of necessity have to do a great deal of background reading. Simplification should be paramount. To eventually Profile every "child at risk" in Delaware should eliminate a large percentage of LD discoveries in school. By solving the problem early if it is possible to treat these children. A follow up to this seminar and frequent consultations with professionals in various fields of child development for reinforcement of the initial program is essential. There is some danger in asking too much of the classroom teacher in the area of diagnosis. Talking with some teachers here indicated that they had no recourse to professional opinions and must do all diagnoses themselves without any thought of professional jealousy. I see some danger to the child in expecting too much medical or paramedical exportise on the part of the classroom teacher. As a whole I have found the sessions stimulating and the material useful. There has been some lost time. I am looking forward to follow-up sessions. (Professional "jargon" should be kept to a minimum particularly if parents are to share.) We have had some concern that so much stress is being placed on the STNR. This is often difficult to evaluate properly in the school age child if it is minimal but still interferring. Our experience has shown that it is necessary to evaluate, concentrate, and treat at the lower Labirganthine level which is really global. More attention should be given to this area so that teachers will look for this lower level interference. Often treatment at this level will also help eliminate the interferring STNR.

I am quite enthused about the CADETS Profile and am sorry more of the people from my district could not attend this workshop. I would like to have at least one copy for each of them so that I could explain its use and usefulness at our in service day at the beginning of September. Would it be possible to have one or two dozen copies?

(Typed at the University of Delaware)

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

October 3, 1975

MEMORANDUM

TO: Participants in CADETS Special Study Institute

FROM: Dr. Edward J. Dillon, Institute Coordinator

SUBJECT: Case Study - CADETS Profile

Thank you for your efforts in the Institute. We were impressed by the many excellent case studies.

The case study is being returned to you at this point. Keep in mind our earlier memo to you concerning confidentiality. The material should be returned to the parents; I know they will be interested in hearing from you about the nature of the profile and its meaning. Hopefully, where possible, the parents would agree to the use of the material as input to the child's total program.

Again, there is a caution concerning CADETS. It is not intended as a crash program. Should you plan to use this material, wherever possible start slowly on a pilot basis. In the beginning it is better to do one or two cases well than to make impossible commitments. Later the profile can be used adaptively in a variety of ways which we will be covering in our follow-up workshops.

We hope to be in touch with you shortly concerning the workshop program for this year. September has turned out to be an unusually busy month because of the unit audit program. We believe the schedule should be clear within a few days and at that point we will schedule activities and send out announcements.

EJD/pb
enc.
cc - Dr. Wachter

Diamond State Association for Children with Learning Disabilities
18th and Baynard Boulevard • Wilmington, Delaware 19802/Tel. 571-0230 • 571-0213 • 571-0231

November 4, 1975

Board of Directors
Leslie Morrill
Mary Hazelton
Lillian McGowan
Louise Plitt
Fred Dobrzynski
Joyce Powell
Naomi Bender
Bob Shellenbarger
Charles Thompson
Patsy Williams
Thomas McGowan

Executive Director
Elfriede Bergmann

Professional Advisory Committee
Dr. Ted E. Chronister
Dr. Paula J. Malone
Dr. J. Jordan Storlazzi, Jr.
Dr. Henry H. Stroud

Dr. Edward Dillon, Supervisor
Programs for Exceptional Children
Department of Public Instruction
Townsend Building
Dover, Delaware 19901

Dear Dr. Dillon,

Please accept my apology for not writing sooner to express our appreciation of such a well run seminar last August, that I and one of our language therapist consultants had the pleasure to attend.

It was perfect timing for us, because we started our Early Childhood Program for the handicapped this fall. Through the inservice with the rest of our staff and parents we are using the Cadets Profile on our young children. All of our staff are very enthusiastic about it, and most of all we are learning in depths about the different needs of the child, and therefore can plan much better for education and therapy implementation.

We all hope that you can continue to run more seminars and workshops and that more and more people in the field of special education can use the cadets as a tool for assessment and programing for the handicapped child. Our parents like it so much because it gives them a better understanding of their child's needs and potential.

Thank you again.

Sincerely,

Elfriede Bergmann

Elfriede Bergmann
Executive Director

APPENDIX C

Project Supervisory Team ($STEAM_1$)

Project Service Teams ($STEAM_2$)

PROJECT STAFFS

Overall Project Supervisory Team
(Designated $STEAM_1$)

Dr. Edward J. Dillon (Project Director)
Supervisor, Instructional Strategies & Systems, State Supervisory Team for Special Education

Archie Ellis
Curriculum Supervisor
Seaford School District

Mrs. Mary S. Wiley
Principal
West Seaford Elementary School

Robert V. Bresnahan
Principal
Seaford Central Elementary School

Melville Warren
Director of Elementary Education
Capital School District

Robert S. Hall
Supervisor, Media Lab
Capital School District

Mrs. Bonnie Higgins
(On-site coordinator-Pilot Demonstration Site)
West Seaford Elementary School

Mrs. Betty Warren
(On-site coordinator-Pilot Multiplication Site)
South Dover Elementary School

Project Service Team
(Designated $STEAM_2$)
Seaford Pilot Demonstration Site

Mrs. Bonnie Higgins
Coordinator

Mrs. Ina Upshur
Coordinator, Learning Resources Center

James E. Young
Learning Disabilities Teacher

Mrs. Patricia Derrickson
Lead Kindergarten Teacher

Mrs. Shirley Butler
Learning Disabilities Teacher

Mrs. Gail Rae
S & E Teacher

Mary Ann Krynski
EMR Teacher

Project Service Team
(Designated $STEAM_2$)
Capital Pilot Multiplication Site

Mrs. Betty Warren
Coordinator

Melville Warren
Director of Elementary Education

Robert S. Hall
Supervisor, Media Lab

Donald L. Buckland
Principal, Hartly Elementary School

Beverly Filer
Teacher, Towne Point Elementary School

Note: Participant staff members from the Milford, Alexis I. duPont and Claymont Districts have not yet been appointed.

APPENDIX D

Supplementary Reports from Initial Project Demonstration Sites

1974-1975 Learning Resource Center Report -- Seaford Demonstration Site

FY'74 and FY'75 Multiplication Site Report - Capital District

END OF THE YEAR REPORT

PROJECT SEACAP 1974-75 SCHOOL YEAR

IDENTIFIED EXCEPTIONAL CHILDREN

SEAFORD SCHOOL DISTRICT - DEMONSTRATION SITE

Submitted by

INA J. UPSHUR

DISTRICT COORDINATOR OF EXCEPTIONAL CHILDREN
SEAFORD SCHOOL DISTRICT

10/75

END OF THE YEAR REPORT

PROJECT SEACAP 1974-75 SCHOOL YEAR

IDENTIFIED EXCEPTIONAL CHILDREN

SEAFORD SCHOOL DISTRICT - DEMONSTRATION SITE

During the 1974-75 school year intensive support for Identified Exceptional Students in the areas of Math, Reading, Perceptual Training, and Motor Development was reviewed and reported not only at the West Seaford Elementary School Learning Resource Center-Demonstration Site, but also Central Elementary, Frederick Douglass Intermediate, Seaford Junior High, and Seaford Senior High Schools' resource rooms.

End of the year test results indicate that the students classified as Learning Disabled and Educable Mentally Handicapped showed marked progress in the areas of Reading, Mathematics, Socialization, Fine Motor Development, Gross Motor Development, and the Perceptual Development.

Reading and Math levels were derived from the Informal Reading Inventory, the Peabody Individual Achievement Test, and the students current placement in reading and math.

Areas of weakness were derived from the Slingerland Screening Test for Identifying Specific Language Disabilities, Primary Self Concept Inventory, the Seaford Short Form Screening Test and the Perdue Perceptual Motor Survey.

Social progress was determined by the classroom teachers and the staff from the various Learning Resource Centers.

This report does not include any students identified as Socially and Emotionally Maladjusted. However, in the report for end of the school year 75-76 we do intend to include identified S.E.M. since the services will be extended to the schools that are mentioned in this report.

This report does not include those students who did receive part time services in the elementary and intermediate schools or those students who were not tested previously in the fall.

This report does not include students who were placed during the year.

This report does include some Junior and Senior High School students who were to receive part time services but the services included were in the areas of Reading and Mathematics.

(continued)

However, it should be noted that the students involved in this report did receive small group or individualized instruction. Materials used appeared to meet their needs and socialization was an essential part of their curriculum. A multi-disciplinary approach was used throughout.

Submitted by

Ina J. Upshur

District Coordinator of Exceptional Children
Seaford School District

IJU:pw
10/75

LEARNING DISABLED

WEST SEAFORD RESOURCE CENTER

	READING LEVELS		MATH LEVELS	
	Sept. 1974	May 1975	Sept. 1974	May 1975
1.	P	1.4	1.5	3.2
2.	2.1	3.3	2.1	2.2
3.	PP	1.1	K	0.6
4.	1.2	1.9	2.5	3.3
5.	2.1	5.5	2.0	4.6
6.	1.2	2.2	2.0	3.7
7.	2.1	3.0	2.0	3.3
8.	P	1.8	2.0	3.0
9.	1.2	3.3	2.0	3.4
10.	1.7	2.2	3.0	3.8

READING LEVELS

1. Improved from September to May	10
2. Stayed the same from September to May	0
3. Regressed from September to May	0
4. Total	10

MATH LEVELS

1. Improved from September to May	10
2. Stayed the same from September to May	0
3. Regressed from September to May	0
4. Total	10

10/75

EDUCABLE MENTALLY HANDICAPPED

WEST SEAFORD RESOURCE CENTER

	READING LEVELS		MATH LEVELS	
	Sept. 1974	May 1975	Sept. 1974	May 1975
1.	PP	2.4	1	1.8
2.	PP	1.6	2	2.3
3.	PP	1.5	2	1.5
4.	3.2	3.3	.9	1.5
5.	P	2.6	2	1.5
6.	1.6	2.0	2	2.5
7.	2.1	2.5	2	3.0
8.	P	1.9	1	2.1

READING LEVELS

1. Improved from September to May	8
2. Stayed the same from September to May	0
3. Regressed from September to May	0
4. Total	8

MATH LEVELS

1. Improved from September to May	6
2. Stayed the same from September to May	0
3. Regressed from September to May	2
4. Total	8

10/75

LEARNING DISABLED

CENTRAL ELEMENTARY RESOURCE CENTER

	READING LEVELS		MATH LEVELS	
	Sept. 1974	May 1975	Sept. 1974	May 1975
1.	1.4	1.6	0.9	1.4
2.	1.2	1.6	1.9	1.8
3.	1.8	2.2	3.8	5.7
4.	2.2	2.6	4.6	4.6
5.	1.4	1.9	.6	3.2
6.	2.4	2.9	2.4	3.2
7.	3.0	3.6	2.3	4.0
8.	1.9	2.2	4.0	6.4

READING LEVELS

1. Improved from September to May	8
2. Stayed the same from September to May	0
3. Regressed from September to May	0
4. Total	8

MATH LEVELS

1. Improved from September to May	6
2. Stayed the same from September to May	1
3. Regressed from September to May	1
4. Total	8

10/75

EDUCABLE MENTALLY HANDICAPPED

CENTRAL ELEMENTARY RESOURCE CENTER

	READING LEVELS		MATH LEVELS	
	Sept. 1974	May 1975	Sept. 1974	May 1975
1.	PP	1.1	K	0.6
2.	PP	1.9	K	0.1
3.	1.6	1.9	1.1	0.3
4.	1.6	1.9	.9	1.1
5.	1.6	1.9	.6	1.5
6.	1.0	1.1	.9	1.1
7.	2.0	2.4	.6	1.9
8.	1.9	2.7	1.3	1.9
9.	2.1	2.2	1.1	2.2

READING LEVELS

1. Improved from September to May	9
2. Stayed the same from September to May	0
3. Regressed from September to May	0
4. Total	9

MATH LEVELS

1. Improved from September to May	8
2. Stayed the same from September to May	0
3. Regressed from September to May	1
4. Total	9

10/75

LEARNING DISABLED

FREDERICK DOUGLASS RESOURCE CENTER

	READING LEVELS		MATH LEVELS	
	Sept. 1974	May 1975	Sept. 1974	May 1975
1.	3.6	2.9	4.6	6.4
2.	2.0	2.1	1.4	2.6
3.	1.9	1.9	2.4	3.0
4.	2.5	2.3	3.5	3.5
5.	2.7	2.9	4.2	4.6
6.	2.0	2.2	2.3	4.4
7.	2.1	2.6	3.8	3.8
8.	2.4	2.6	3.3	4.2

READING LEVELS

1. Improved from September to May	5
2. Stayed the same from September to May	1
3. Regressed from September to May	2
4. Total	8

MATH LEVELS

1. Improved from September to May	6
2. Stayed the same from September to May	2
3. Regressed from September to May	0
4. Total	8

10/75

EDUCABLE MENTALLY HANDICAPPED

FREDERICK DOUGLASS RESOURCE CENTER

	READING LEVELS		MATH LEVELS	
	Sept. 1974	May 1975	Sept. 1974	May 1975
1.	2.4	3.0	2.1	2.5
2.	2.2	2.6	1.7	3.7
3.	2.5	3.0	0.9	2.1
4.	2.5	2.9	2.5	3.5
5.	1.8	2.4	2.7	3.8
6.	2.2	2.2	2.4	3.1
7.	1.8	1.9	0.4	0.9
8.	2.8	3.5	2.0	3.4
9.	2.2	2.3	2.1	3.2
10.	2.5	3.1	2.3	3.1
11.	2.9	3.2	1.4	2.7
12.	2.3	1.9	2.3	2.0

READING LEVELS

1. Improved from September to May	10
2. Stayed the same from September to May	1
3. Regressed from September to May	1
4. Total	12

MATH LEVELS

1. Improved from September to May	11
2. Stayed the same from September to May	0
3. Regressed from September to May	1
4. Total	12

10/75

LEARNING DISABLED

JUNIOR HIGH RESOURCE CENTER

	READING LEVELS		MATH LEVELS	
	Sept. 1974	May 1975	Sept. 1974	May 1975
1.	3.9	4.4	6.0	9.2
2.	3.3	4.0	2.5	4.4
3.	3.0	3.1	3.2	4.4
4.	2.7	3.1	2.6	3.2
5.	11.9	9.3	3.4	4.6
6.	3.9	4.7	3.9	7.4
7.	4.0	4.2	3.0	6.0
8.	4.6	5.8	5.7	7.0
9.	6.1	7.1	6.4	5.7

READING LEVELS

1. Improved from September to May	8
2. Stayed the same from September to May	0
3. Regressed from September to May	1
4. Total	9

MATH LEVELS

1. Improved from September to May	8
2. Stayed the same from September to May	0
3. Regressed from September to May	1
4. Total	9

10/75

EDUCABLE MENTALLY HANDICAPPED

JUNIOR HIGH RESOURCE CENTER

	READING LEVELS		MATH LEVELS	
	Sept. 1974	May 1975	Sept. 1974	May 1975
1.	2.1	2.6	1.6	3.0
2.	2.8	3.6	2.0	4.0
3.	1.0	2.3	3.0	3.0
4.	2.0	2.4	3.3	3.4
5.	K	1.7	2.7	2.7
6.	2.8	3.1	4.2	6.4
7.	3.4	3.0	4.6	3.2
8.	3.8	3.3	2.2	2.4
9.	2.0	2.7	2.9	2.7
10.	2.6	2.9	4.7	3.5
11.	1.6	1.8	2.6	3.8
12.	2.1	2.3	7.0	4.6
13.	2.0	2.3	3.3	2.4
14.	2.0	2.3	1.7	3.2
15.	3.7	3.3	6.5	4.0
16.	2.5	2.8	2.9	3.1

READING LEVELS

1. Improved from September to May	13
2. Stayed the same from September to May	0
3. Regressed from September to May	3
4. Total	16

MATH LEVELS

1. Improved from September to May	8
2. Stayed the same from September to May	2
3. Regressed from September to May	6
4. Total	16

10/75

LEARNING DISABLED

SENIOR HIGH RESOURCE CENTER

	READING LEVELS		MATH LEVELS	
	Sept. 1974	May 1975	Sept. 1974	May 1975
1.	4.4	6.3	7.4	8.4
2.	3.1	4.7	4.4	6.4
3.	2.5	3.1	4.9	8.2
4.	7.7	9.1	6.0	12.9
5.	7.7	8.3	6.7	7.0
6.	8.8	11.7	12.9	12.9

READING LEVELS

1.	Improved from September to May	6
2.	Stayed the same from September to May	0
3.	Regressed from September to May	0
4.	Total	6

MATH LEVELS

1.	Improved from September to May	5
2.	Stayed the same from September to May	1
3.	Regressed from September to May	0
4.	Total	6

10/75

EDUCABLE MENTALLY HANDICAPPED

SENIOR HIGH RESOURCE CENTEI

	READING LEVELS		MATH LEVELS	
	Sept. 1974	May 1975	Sept. 1974	May 1975
1.	2.5	3.3	3.4	3.7
2.	2.1	3.0	3.3	3.2
3.	2.9	2.9	12.9	6.0
4.	3.4	3.7	3.7	4.2
5.	2.3	3.0	2.1	3.7
6.	2.7	2.8	5.3	4.2
7.	2.6	3.6	4.2	5.7
8.	3.0	2.7	4.4	6.0
9.	1.8	2.1	2.4	2.6
10.	2.5	2.7	1.7	3.4
11.	2.6	2.9	2.7	4.2
12.	2.4	3.0	4.2	3.8
13.	2.9	2.8	4.4	6.4
14.	4.3	4.4	3.5	4.2
15.	2.0	2.0	1.5	2.2
16.	4.0	5.0	3.3	3.8
17.	1.9	2.1	2.4	3.2
18.	3.1	2.8	1.8	3.1
19.	4.4	6.6	3.3	3.3

READING LEVELS

1. Improved from September to May	14
2. Stayed the same from September to May	2
3. Regressed from September to May	3
4. Total	19

MATH LEVELS

1. Improved from September to May	14
2. Stayed the same from September to May	1
3. Regressed from September to May	4
4. Total	19

SUMMARY

READING LEVELS

CENTRAL ELEMENTARY SCHOOL RESOURCE CENTER

	L.D.	E.M.H.	TOTALS
1. Number of children who have made a year's or more growth during the 1974-75 school year.	0	2	2
2. Number of children who have made half of a year's growth during the 1974-75 school year.	2	1	3
3. Number of children who have made one to five months growth during the 1974-75 school year.	6	6	12
4. Number of children who have made no growth or regressed during the 1974-75 school year.	0	0	0
TOTALS	8	9	17

10/75

SUMMARY

READING LEVELS

WEST SEAFORD RESOURCE CENTER

	L.D.	E.M.H.	TOTALS
1. Number of children who have made a year's or more growth during the 1974-75 school year.	8	6	14
2. Number of children who have made half of a year's growth during the 1974-75 school year.	1	1	2
3. Number of children who have made one to five months growth during the 1974-75 school year.	0	1	1
4. Number of children who have made no growth or regressed during the 1974-75 school year.	1	0	1
TOTALS	10	8	18

10/75

SUMMARY

READING LEVELS

FREDERICK DOUGLASS INTERMEDIATE SCHOOL RESOURCE CENTER

	L.D.	E.M.H.	TOTALS
1. Number of children who have made a year's or more growth during the 1974-75 school year.	0	0	0
2. Number of children who have made half of a year's growth during the 1974-75 school year.	0	5	5
3. Number of children who have made one to five months growth during the 1974-75 school year.	5	5	10
4. Number of children who have made no growth or regressed during the 1974-75 school year.	3	2	5
TOTALS	8	12	20

10/75

SUMMARY

READING LEVELS

JUNIOR HIGH SCHOOL RESOURCE CENTER

	L.D.	E.M.H.	TOTALS
1. Number of children who have made a year's or more growth during the 1974-75 school year.	2	2	4
2. Number of children who have made half of a year's growth during the 1974-75 school year.	4	2	6
3. Number of children who have made one to five months growth during the 1974-75 school year.	2	9	11
4. Number of children who have made no growth or regressed during the 1974-75 school year.	1	3	4
TOTALS	9	16	25

10/75

SUMMARY

READING LEVELS

SENIOR HIGH SCHOOL RESOURCE CENTER

	L.D.	E.M.H.	TOTALS
1. Number of children who have made a year's or more growth during the 1974-75 school year.	4	3	7
2. Number of children who have made half of a year's growth during the 1974-75 school year.	2	4	6
3. Number of children who have made one to five months growth during the 1974-75 school year.	0	7	7
4. Number of children who have made no growth or regressed during the 1974-75 school year.	0	5	5
TOTALS	6	19	25

10/75

SUMMARY

MATH LEVELS

WEST SEAFORD RESOURCE CENTER

	L.D.	E.M.H.	TOTALS
1. Number of children who have made a year's or more growth during the 1974-75 school year.	8	2	10
2. Number of children who have made half of a year's growth during the 1974-75 school year.	2	2	4
3. Number of children who have made one to five months growth during the 1974-75 school year.	0	2	2
4. Number of children who have made no growth or regressed during the 1974-75 school year.	0	2	2
TOTALS	10	8	18

10/75

SUMMARY

MATH LEVELS

CENTRAL ELEMENTARY SCHOOL RESOURCE CENTER

	L.D.	E.M.H.	TOTALS
1. Number of children who have made a year's or more growth during the 1974-75 school year.	5	2	7
2. Number of children who have made half of a year's growth during the 1974-75 school year.	1	3	4
3. Number of children who have made one to five months growth during the 1974-75 school year.	0	3	3
4. Number of children who have made no growth or regressed during the 1974-75 school year.	2	1	3
TOTALS	8	9	17

SUMMARY

MATH LEVELS

FREDERICK DOUGLASS INTERMEDIATE SCHOOL RESOURCE CENTER

	L.D.	E.M.H.	TOTALS
1. Number of children who have made a year's or more growth during the 1974-75 school year.	5	7	12
2. Number of children who have made half of a year's growth during the 1974-75 school year.	0	2	2
3. Number of children who have made one to five months growth during the 1974-75 school year.	1	2	3
4. Number of children who have made no growth or regressed during the 1974-75 school year.	2	1	3
TOTALS	8	12	20

10/75

SUMMARY

MATH LEVELS

JUNIOR HIGH SCHOOL RESOURCE CENTER

	L.D.	E.M.H.	TOTALS
1. Number of children who have made a year's or more growth during the 1974-75 school year.	7	5	12
2. Number of children who have made half of a year's growth during the 1974-75 school year.	1	0	1
3. Number of children who have made one to five months growth during the 1974-75 school year.	0	3	3
4. Number of children who have made no growth or regressed during the 1974-75 school year.	1	8	9
TOTALS	9	16	25

10/75

SUMMARY

MATH LEVELS

SENIOR HIGH SCHOOL RESOURCE CENTER

	L.D.	E.M.H.	TOTALS
1. Number of children who have made a year's or more growth during the 1974-75 school year.	4	7	11
2. Number of children who have made half of a year's growth during the 1974-75 school year.	0	4	4
3. Number of children who have made one to five months growth during the 1974-75 school year.	1	3	4
4. Number of children who have made no growth or regressed during the 1974-75 school year.	1	5	6
TOTALS	6	19	25

10/75

DISTRICT SUMMARY BY CLASSIFICATION

READING LEVELS

	L.D.	E.M.H.	TOTALS
1. Number of children who have made a year's or more growth during the 1974-75 school year.	14	13	27
2. Number of children who have made half of a year's growth during the 1974-75 school year.	9	13	22
3. Number of children who have made one to five months growth during the 1974-75 year.	13	28	41
4. Number of children who have made no growth or regressed during the 1974-75 school year.	5	10	15
TOTALS	41	64	105

10/75

DISTRICT SUMMARY BY CLASSIFICATION

MATH LEVELS

	L.D.	E.M.H.	TOTALS
1. Number of children who have made a year's or more growth during the 1974-75 school year.	29	23	52
2. Number of children who have made half of a year's growth during the 1974-75 school year.	4	11	15
3. Number of children who have made one to five months growth during the 1974-75 school year.	2	13	15
4. Number of children who have made no growth or regressed during the 1974-75 school year.	6	17	23
TOTALS	41	64	105

10/75

AREAS OF WEAKNESS THAT STILL EXIST

WEST SEAFORD RESOURCE CENTER

	L.D.	E.M.H.
Academic	7 of the 10	6 of the 8
Socialization	4 of the 10	2 of the 8
Fine Motor Development	2 of the 10	6 of the 8
Gross Motor Development	1 of the 10	6 of the 8
Perception (Auditory or Visual)	4 of the 10	2 of the 8

10/75

AREAS OF WEAKNESS THAT STILL EXIST

CENTRAL ELEMENTARY SCHOOL RESOURCE CENTER

	L.D.	E.M.H.
Academic	5 of the 8	8 of the 9
Socialization	1 of the 8	1 of the 9
Fine Motor Development	1 of the 8	3 of the 9
Gross Motor Development	0 of the 8	9 of the 9
Perception (Auditory or Visual)	3 of the 8	9 of the 9

10/75

AREAS OF WEAKNESS THAT STILL EXIST

FREDERICK DOUGLASS INTERMEDIATE SCHOOL RESOURCE CENTER

	L.D.	E.M.H.
Academic	7 of the 8	12 of the 12
Socialization	3 of the 8	4 of the 12
Fine Motor Development	1 of the 8	2 of the 12
Gross Motor Development	0 of the 8	0 of the 12
Perception (Auditory or Visual)	1 of the 8	5 of the 12

10/75

AREAS OF WEAKNESS THAT STILL EXIST

JUNIOR HIGH SCHOOL RESOURCE CENTER

	L.D.	E.M.H.
Academic	8 of the 9	14 of the 16
Socialization	4 of the 9	5 of the 16
Fine Motor Development	0 of the 9	0 of the 16
Gross Motor Development	0 of the 9	0 of the 16
Perception (Auditory or Visual)	2 of the 9	0 of the 16

10/75

AREAS OF WEAKNESS THAT STILL EXIST

SENIOR HIGH SCHOOL RESOURCE CENTER

	L.D.	E.M.H.
Academic	4 of the 6	18 of the 19
Socialization	2 of the 6	0 of the 19
Fine Motor Development	0 of the 6	0 of the 19
Gross Motor Development	0 of the 6	0 of the 19
Perception (Auditory or Visual)	0 of the 6	0 of the 19

10/75

RECOMMENDATIONS FOR 1975-76 SCHOOL YEAR

WEST SEAFORD RESOURCE CENTER

	L.D.	E.M.H.
1. Should continue full-time supportive services.	7	6
2. Should be dismissed from the Resource Center(s) and return to regular classroom.	0	0
3. Should receive part-time services in the Resource Center(s).	3	2
4. Should be re-evaluated in the fall "75" for possible change of placement.	4	2

10/75

RECOMMENDATIONS FOR 1975-76 SCHOOL YEAR

CENTRAL ELEMENTARY SCHOOL RESOURCE CENTER

	L.D.	E.M.H.
1. Should continue full-time supportive services.	4	7
2. Should be dismissed from the Resource Center(s) and return to regular classroom.	0	0
3. Should receive part-time services in the Resource Center(s).	4	1
4. Should be re-evaluated in the fall "75" for possible change of placement.	1	2

10/75

RECOMMENDATIONS FOR 1975-76 SCHOOL YEAR

FREDERICK DOUGLASS INTERMEDIATE SCHOOL RESOURCE CENTER

	L.D.	E.M.H.
1. Should continue full-time supportive services.	7	12
2. Should be dismissed from the Resource Center(s) and return to regular classroom.	0	0
3. Should receive part-time services in the Resource Center(s).	1	0
4. Should be re-evaluated in the fall "75" for possible change of placement.	2	4

10/75

RECOMMENDATIONS FOR 1975-76 SCHOOL YEAR

JUNIOR HIGH SCHOOL RESOURCE CENTER

	L.D.	E.M.H.
1. Should continue full-time supportive services.	4	14
2. Should be dismissed from the Resource Center(s) and return to regular classroom.	0	0
3. Should receive part-time services in the Resource Center(s).	5	2
4. Should be re-evaluated in the fall "75" for possible change of placement.	4	5

10/75

RECOMMENDATIONS FOR 1975-76 SCHOOL YEAR

SENIOR HIGH SCHOOL RESOURCE CENTER

	L.D.	E.M.H.
1. Should continue full-time supportive services.	2	15
2. Should be dismissed from the Resource Center(s) and return to regular classroom.	1	0
3. Should receive part-time services in the Resource Center(s).	2	4
4. Should be re-evaluated in the fall "75" for possible change of placement.	0	0

10/75

DISTRICT SUMMARY OF RECOMMENDATIONS FOR 1975-76 SCHOOL YEAR

IDENTIFIED EXCEPTIONAL STUDENTS

	L.D.	E.M.H.
1. Should continue full-time supportive services.	24	54
2. Should be dismissed from the Resource Center(s) and return to regular classroom.	1	0
3. Should receive part-time services in the Resource Center(s).	15	9
4. Should be re-evaluated in the fall "75" for possible change of placement.	11	13

Note: One senior high L.D. student graduated

10/75

P R O J E C T S E A C A P R E S E A R C H

SEAFORD SCHOOL DISTRICT
SEAFORD, DELAWARE 19973

Submitted by

INA J. UPSHUR

DISTRICT COORDINATOR OF EXCEPTIONAL CHILDREN

10/75

PROJECT SEACAP RESEARCH

Purpose of Original Research:

This research was initiated mainly because of the recognized need to track exceptional children. By tracking exceptional children, we intended to find that they have missed in the areas of readiness, for we are aware that there is a point in everyone's development when they are ready to read and write.

Purpose of Seaford Research:

This portion of the research was done to compare above average, average and below average students in kindergarten, first grades and third grades as to their specific readiness points, to be able to determine the following:

a. Difference in readiness points for the above average as compared to the average.

b. Difference in readiness points for the above average as compared to the below average.

c. Difference in readiness points for the average as compared to the below average.

d. What the specific areas of weakness are.

e. If this could be an effective way of tracking above average, average and below average students.

Problems Encountered:

1. Teachers' attitudes toward profiling students.
2. Teachers' lack of knowledge of CADETS.
3. Special education teachers' lack of knowledge of CADETS.
4. Sufficient time to profile students.
5. Teachers' knowledge of some of the specifics that were asked about the Developmental Lines of:

    a. Posterior Efficiency
    b. Basic Differentiation
    c. Locomotion
    d. Toward Maturity and Personal Care

Students Involved in the Project:

The teachers from kindergarten, first grade and third garde were called at a special meeting after school. They were given the rationale for the Project SEACAP Research. They were each asked to select nine students of which there were three from each of the following areas: Average, Above Average, and Below Average. From these students, three students in each area were randomly selected on each of the three levels, making a total of 27 students profiled.

RESULTS

KINDERGARTEN STUDENTS

Above Average:

The students profiled appear to have a few motor problems, beginning at the 72-month level, which is the level they are at now. No problems at all appear in the Specific Perceptual Areas or the Vocational-Social-Personal Area. Problems do present themselves in the Cognitive Area in language and quantitative, and, too, again beginning at the 72-month level.

Average:

Motor problems present themselves at the 36-month and 60-month levels. Specific Perceptual problems present themselves at the 60-month level. In the Cognitive Symbolic area, problems appear mostly in the language areas at an early age of 36 months. Quantitative seems to be right at grade level. Vocational-Social-Personal Areas seem to have no problems to exist until grade level.

Below Average:

It is obvious that below average kindergarten students break down in all areas at the 36-month level.

FIRST GRADE STUDENTS

Above Average:

The above average students appear to have little or no problems. The ones that are noted at the 84-month level in the Cognitive Symbolic Areas seem to be because those necessary concepts profiled have not been taught yet.

Average:

The average students' breakdown varies in the Motor area with a few problems at the 60-month level in Basic Differentiation and Locomotion. Their biggest breakdown occurs in the Cognitive Symbolic Area, especially in the Quantitative and Operational Inquiry areas at the 72-month level.

Below Average:

The below average students, as compared to the above average and the average students, appear to have a consistent breakdown in all areas at the 36-month level, except for Personal and Social Development. Their greatest breakdown shows up in the Cognitive Symbolic Areas.

THIRD GRADE STUDENTS

Above Average:

The students profiled appear to have a few problems in the Motor Area at the 36 and 60-month levels. Overweight could be the cause of this. They seem to excel over the average in Language and Quantitative Processes, and they also appear to be at or beyond grade level in all other areas.

Average:

The average students appear to have fewer Motor problems than the above average students. Their problems really present themselves in the Language and Quantitative areas beginning as low as the 36-month level, but the problems vary at different grade levels. For instance, they die out at first grade levels and re-appear at third grade levels.

Below Average:

The below average students, as compared to the above average and average students, seem to have problems in the Specific Perceptual area and a few motor problems. Their greatest breakdown begins in the Cognitive Symbolic areas beginning mostly at the 36-month level. In this area, their greatest problems are in Language and Quantitative Processes. Unlike the average group's weakness in this area, their breakdown continues throughout each grade level.

SUMMARY OF RESULTS

1. Below average students were consistent in the breakdown at the 36-month level in all areas.

2. Average students seem to break down between 36 to 60-month level in motor development. Their greatest problems appear in the cognitive level, language and quantitative areas.

3. Above average students appeared to have a few motor problems, but in all other areas they were either at or beyond grade level.

RECOMMENDATIONS AND FUTURE PROJECTIONS FOR USE OF CADETS

1. To continue research with more students involved.

2. Include parents in CADETS profiling of their children.

3. Determine how the profile can be used in developing curriculum for exceptional students and students in regular classroom placement.

PROJECT SEACAP RESEARCH

Seaford School District
Seaford, Delaware 19973

Submitted by

Ina J. Upshur
District Coordinator of Exceptional Children

10/75

PROJECT SEACAP SUMMARY REPORT

CAPITAL SCHOOL DISTRICT, JUNE 1974

The following report of the Capital District liaison with Project SEACAP contains three parts from its inception to the present date:

I. Time Line of SEACAP Development

II. Project SEACAP--Program and Implications for the Capital District

III. Diary of Meetings and Activities

Time Line of SEACAP Development

August 1970....Three district teachers, Virginia Glover, Jackie McNeil and Betty Warren, were granted permission to attend a year-long training in the Teaching of Learning Disabilities.

This workshop was sponsored by the Department of Public Instruction under the direction of Dr. Edward J. Dillon; accredited by the University of Delaware and conducted by consultants Miriam Bender, Sylvia Kottler, George and Frances Early, and Dr. S. N. Jani of the Achievement Center, Purdue University, Lafayette, Indiana.

The three Capital teachers all working in the area of exceptional children completed the workshop and were granted six hours of graduate credit in The Nature of Learning Disabilities and Strategies of Teaching Children with Learning Disabilities.

The central theme of the year-long effort exposed teachers to developmental learning, information processing and the theories of Dr. Newell Kephart.

October 1971...Mr. Melville Warren, Director of Elementary Education for the Capital School District, called together a committee of teachers including the three above to discuss new strategies in early childhood education. This committee became known as the Models Committee and enthusiasm for detecting and ameliorating problems at an early age was apparent. Mr. Warren invited Dr. Dillon to meet with the Models Committee to discuss possible funding and avenues of using the developmental technology in the Capital District.

January 1972...Mr. Warren approved a plan suggested by the Models Committee to acquaint Capital kindergarten teachers with the developmental philosophy. Six workshops were conducted by the above resource teachers for the district teachers. Two workshops were held in January, and one each in February, March, April and May. The district provided substitutes for the teachers to attend these sessions.

October 1972...Dr. Dillon returned to meet with the Models Committee and suggested a liaison between the Capital and Seaford Districts who appeared to both be interested in developmental philosophy and strategies. Seaford was already involved in a learning center operation with school-age children and planning an additional kindergarten program. At this point no funds were available, but Project SEACAP was born. Capital was to become a multiplier of the Seaford operation.

November 1972..The team of three resource teachers were released for two weeks to test children in the district kindergartens who were suspected by their teachers to have a learning disability. Seaford had been using the Meeting Street School Screening Test to test young children and Capital followed suit. One hundred thirty-seven children were tested by the team and individual prescriptions were written for each kindergarten child who was not achieving according to expectations.

January 1973...Aides to work with the above children under the direction of the kindergarten teachers were employed. Since no money was yet forthcoming from our informal liaison with SEACAP, aides were paid from Title I funds in hope that a pre-academic type of training would solve some reading problems at an early stage.

February 1973..The three resource teachers met weekly at night for one month to write activities for aides and kindergarten teachers to use in filling the prescriptions. Activities in gross motor--balance, walking board, running, throwing, jumping; discrimination--visual and auditory; ocular games; language and quantitative thinking were presented to the teachers.

March 1973.....Betty Warren participated in a public school board meeting and explained Capital's entry into Project SEACAP. A film of kindergarten activities was shown and an explanation of how Capital was attempting to diagnose learning problems at an early level.

May 1973.....The 137 children retested by resource teachers and records of testing filed in permanent record folders for use by first grade teachers in the fall.

September 1973.Aides again employed by the district to help kindergarten teachers with children manifesting learning problems. Capital's liaison with Seaford becomes official and Betty Warren is appointed Capital's coordinator for Project SEACAP to work with Bonnie Higgins, Seaford's coordinator. Funds for a permanent substitute became available in late October to release Betty Warren two days per week to continue work.

October 1973...One hundred seventy-eight kindergartners tested and prescriptions written during the last three weeks in October.

January 1974...Capital kindergarten teachers and aides given released time from SEACAP funds to visit Seaford's kindergartens and Learning Center. One in-service day spent in planning teaching units and discussing allied motor perceptual activities that might be tied into each unit.

March 1974.....Statewide Council for Exceptional Children meeting at Clayton Hall at the University of Delaware. Mrs. Warren reports briefly on Project SEACAP in the Capital District and presents a case study of a learning disability child.

April 1974.....Day-long workshop for kindergarten teachers and aides was conducted by Betty Warren to train personnel to give the entire Meeting Street School Screening Test. Half the day was spent in the actual testing of children by the teachers to acquaint them with problems they might encounter and to standardize testing techniques.

May 1974.....Developmental philosophy workshop for all first grade teachers was conducted by three resource teachers. An explanation of the MSSST and its use for first grade teachers.

June 1974.....Retest of 178 kindergartners by the three resource teachers and compilation of results.

Program and Implications for the Capital District

Three major thrusts moving parallel in time have comprised the Capital District program in SEACAP:

I. Identification and efforts at amelioration of learning disabilities at a kindergarten level from January 1973 to June 1974.

II. Teacher acquaintance with developmental philosophy and specific activities suggested for filling prescriptions of learning disability children.

III. Collection of data pertinent to the Capital District.

The SEACAP Program in the district is sequentially outlined as follows:

A. Teacher Training in Developmental Philosophy

1. Kindergarten teachers receive released time to attend six training sessions.

2. Aides employed to assist kindergarten teachers in working with identified children.

3. First grade teachers exposed to developmental philosophy and MSSST interpretation.

4. Kindergarten teachers trained to administer, score and interpret MSSST.

B. Visitations

1. Kindergarten teachers and aides visit Seaford to observe kindergarten and Learning Center programs.

2. Coordinator visits Seaford programs, Milford and Newark Impact Centers to observe different approaches in handling exceptional children.

C. Testing

1. 137 district kindergarteners tested in November 1972 and retested in May 1973.

2. 178 district kindergarteners tested in October 1973 and retested in June 1974.

3. In-depth testing of 20 of the above children from district kindergartens by coordinator. Twelve tested in bright category; five average students and three low (the "low" category was purposely avoided since all of

the original testing was done on children picked by teachers as manifesting problems and there was already a large sample of low children available).

4. Follow-up in-depth testing was performed on nine South Dover Elementary first graders to ascertain the learning patterns of these children who had been identified in 1972 in kindergarten and were now completing their first grade year.

   (South Dover was chosen as a follow-up site because the MSSST had inadvertently not been filed in the child's permanent record folder in this school; therefore, it was felt that while South first grade teachers did not have the benefit of early diagnoses on these children, they also could not have had a preconceived opinion on how these children would perform.)

   In-depth testing using the same test devices was performed on two additional children at South who had been both medically and psychologically diagnosed as Learning Disability and Social and Emotional cases. This was done to attempt to ascertain the validity of the profiles we were getting on children diagnosed only by the kindergarten and resource teachers.

5. Follow-up visits on three eighth graders at Central Middle School. The three known "hard core" cases fell in the EMR, LD and SEM categories and had been identified at the elementary level six years ago.

D. Prescriptions and Activities and Recommendations

1. Individual prescriptions written for 137 children identified in 1972.

2. Individual prescriptions written for 178 children identified in 1973.

3. Activities to fill the above prescriptions written and dispersed to kindergarten teachers in February 1973.

4. Numerous recommendations made during testing of all of the above children when it was felt a need for a psychological existed or further examination by professionals in speech, vision or medicine.

E. Supplies Purchased for Program

1. Six Sensorimotor Books for kindergarten teachers.

2. MSSST Tests and Manuals for kindergarten teachers and resource teachers.

3. Additional no-cost handouts were provided teachers during training sessions by the resource teachers.

The coordinator and resource teachers were able to draw the following conclusions after testing 315 children over a two-year period:

A. Teacher judgement of a child's learning potential in the classroom is accurate. Test results confirmed that teachers are able to easily identify (subjectively) high, average and slow learners.

B. The Meeting Street School Screening Test in combination with a modified form of the Purdue Perceptual-Motor Survey is to date the best measure we have found to identify early learning problems.

C. Positive identification of learning disabilities is apparently accurate at a kindergarten level based on performance records of the same children at the end of the first grade.

D. Severe or "hard core" children in all three categories of EMR, LD, and SEM can be identified during kindergarten and have under this pilot program begun receiving services earlier than formerly from other specialists and resource teachers.

E. Test results show all children identified on the MSSST score gains on the retest. Whether this is due to normal developmental progress or to the amelioration techniques employed, we do not know. Perhaps it is too early to make any assumptions about remediation programs.

F. Visitations to other school programs are enlightening to teachers. Often such visits provide new avenues to approach a problem; however, more often they are merely confirmations of good teaching techniques and a validation to the visiting teacher that she is "on the right track."

G. Teachers were asked to write brief written evaluations of the training sessions provided for them. Copies of their comments are enclosed and speak for themselves. The resource team felt enthusiasm ran high at these sessions.

Implications for District Consideration

I. Since the MSSST appears valid for picking up learning problems at an early level, it would appear the district might want to invest more psychological time to formerly identify "hard-core" children and sooner provide special help to these children.

II. The total kindergarten enrollment for the 1973 to 1974 school year was 432 pupils. One hundred seventy-eight of these children were teacher recommended for testing which indicates that teachers felt 41% of our children had learning problems. Since the prevalence of exceptional children has been estimated conservatively at about 12.5 percent of the school population (this figure does not include the "gifted" as exceptional) in the U. S., it would appear that some 28.5 percent of the children we tested would not be considered specific learning disabilities.

It is apparent, however, that this 28.5 percent do manifest problems for the classroom teacher as they are less ready to begin academic work and often present the majority of behavior problems in the classroom.

Perhaps the teacher training phase of our SEACAP operation becomes most valid if it can provide help for classroom teachers in managing and providing for the needs of "slow learning" children in the regular classroom.

According to district figures, approximately 6 percent of our children are K-4 and are currently receiving services. This implies that taking the conservative estimate of 12.5 percent, at least 6 percent of our children are not being serviced. The district may wish to concentrate on these children at as early an age as possible.

III. Test results indicate in the kindergarten population that children come to us with the most deficits in the following three areas:

A. Language (both receptive and expressive)

B. Ocular Control (involving both visual memory and copying)

C. Attention and Concentration (involving age of school entry and discipline)

Ramifications for the district might include the use of resource teachers to work in the field of language and perception daily with those children who experience deprivation in these areas.

IV. It is possible to ascertain the learning style of the child (visual, auditory or tactile) easily through close observation during his test performance. Perhaps first grade teachers armed with this information will more readily adapt their teaching styles to the type of children they receive.

V. Hopefully, Dr. Dillon's state profile will provide us with a graphic presentation of a child's strengths and weaknesses. We already know from our testing that very capable children are generally capable in all areas; severe children tend to be generally low in all areas; the typical learning disability child will vary erratically showing many strengths and many weaknesses. Once properly profiled, the teacher will know where the child is and hopefully we can work toward new ways of meeting his needs.

VI. Step-by-step and year-by-year follow-up of children with specific learning disabilities should enable us to plan more meaningful career education for "hard-core" children in areas where they would be most likely to succeed.

Diary of Official Meetings and Activities

Following is a monthly accounting from November 1973 to June 1974 of the coordinator's attendance at meetings of SEACAP. Testing days and follow-up days of Capital District children are not included but results of these days are recorded in Project SEACAP section of this report. Dr. Dillon's comments concerning the meaning and work of SEACAP are recorded in red in this diary.

11/8/73 Margaret Wiggins replaces Betty Warren at South Elementary to release Mrs. Warren to begin SEACAP coordinator's job.

Mrs. Warren and Dr. Dillon drive to Seaford for a STEAM II meeting. At this meeting Dr. Dillon explains his concept of SEACAP.

SEACAP means: SEQUENCES OF EDUCATIONAL ACCOUNTABILITY: CAREER ACCOUNTABLE PROGRAMMING!

1. Long-range work with kids who have problems.
2. We need to create a technology that will make us accountable for the learning of special kids.
3. The area of emphasis is on "processing information" to provide for children in pre-academic as well as academic.
4. We need a yardstick for measuring where a child is now . . . especially a handicapped child. We need a ruler--some common unit of measure that agrees on where kids are now.

SEACAP must be research oriented. Our highest priority is to find out where kids are now. We have a child service demonstration model in Leach School. What's coming is long-term accountability for special kids.

11/14/73 Betty Warren to Seaford to meet with Bonnie Higgins and observe Bonnie's in-depth testing with the Meeting Street School Screening Test. Betty also visits the Learning Center for children in grades 1 through 4.

11/16/73 Betty Warren attends a Supportive Staff Meeting in Seaford with Bonnie Higgins at Bonnie's suggestion. Bonnie, we learn, is also the Coordinator of Comprehensive Plans and Programs for Exceptional Children in the Seaford District as well as SEACAP coordinator there. She has no teaching duties. The meeting of staff pertained only to Seaford children.

11/27/73 Seaford Meeting with Dr. Dillon in which he presents the idea that Capital should have a Child Development Coordinator, who in effect would be me.

11/27/73 (continued)
SEACAP is longitudinal and comparative research--accountability.

SEACAP is an intervention system at a kindergarten level. Its purpose is to:

1. Identify
2. Intervene
3. Track the child using records
4. Plan to meet needs appropriately

Dr. Dillon then spoke of "an educational plan for each child . . . an inventory or profile."

Betty Warren and Bonnie Higgins use January and February to collect data. In March and April Capital must decide what to do in terms of meeting kid's needs. What are the problems of the kids you're faced with?

These are questions you must answer. Where are these children developmentally? Learning Disabilities are from the 16th to 36th month level in information processing. Identify the kinds of learning problems you find here. Design a sort of consultative system to backup the learning disabilities . . . you need the buildup of a backup system.

11/28/73 On the way home from one of the Seaford meetings, Dr. Dillon suggested I take a look at some of the children I had taught at the elementary level who had problems. He suggested visiting these children in middle school or even high school to see if their problems still persisted. I did as he suggested and spent two days at Central Middle School talking with the teachers and children of three typical exceptionalities . . . EMR, LD, and SEM. All three of these children are considered "hard core" and I found their problems evident in elementary still persisted. I saw several other children not as extreme as the three mentioned above.

12/4/73 Betty Warren visits Mr. Will Proctor's Impact Center in the Newark School District to see how special children are handled there.

12/18/73 Seaford Meeting with Dr. Dillon. He announces a continuation grant for SEACAP and says: "We will have a cut in Milford, Alexis I and Claymont."

The place of SEACAP in the state training plan is:

1. Comprehensive, continuous tracking of kids.
2. Educational solutions matched to the problems of kids. We must have a longitudinal tracking system from age 6 months to career entry.

3. We must have in-service training to teach the inventory.
4. What are the things Capital can do?

Don't emphasize multiplying that input. Understand how to measure your kids first. We'll give you money to measure them.

Suggested Tests: Vineland, MSSST, and a series of performance objectives running from 6 months to career education.

*Capital's job is a multiplication of the inventory. A global profile of the strengths and weaknesses of the child. This gives you a systematic base for planning a program, but it doesn't give you a program.

THE AIM IS THE INVENTORY!

"Betty, you should test average and above kids to see how they collate with Judi whom you know is a diagnosed LD."

SEACAP IS RESEARCH!

The remainder of the meeting was a discussion of a career component of the inventory.

1/31/74 Staff Casing Review of 2 Seaford children (Scott Rosetta and Gregg Morris) by consultants Stony Early and Dr. Jani. Seaford teachers of these children and Betty and Bonnie were also present.

2/73 In-depth testing in Capital District of low, middle, and high children. Complete MSSST given to a sample population from each school by Betty Warren.

3/1/74 SEACAP meeting in Milford. Capital sends Bev Filer, Bob Hayes, Sharon Petr and Betty Warren with Dr. Dillon. The inventory was explained briefly to these people but is not yet ready for publication. The rest of the meeting was spent planning for the statewide in-service day, March 7. Helen Holleger, Mildred Vinyard, Mrs. Mitchell and Mrs. Montague from Stokely and Bonnie Higgins were present also. Betty Warren had been asked to bring a case study of an SEM to this meeting, but since the inventory was not complete, no mention was made of charting any child.

SEACAP is early identification and amelioration. Plan a practical approach for the March 8 meeting.

Sequences of Educational Accountability--Career Accountable Programming=SEACAP.

We must follow the child as an individual. We must have a method of assessment and developmental child study. IPRD teams must function in each district . . . identification, placement, review and dismissal.

3/1/74 (continued)
Dr. Dillon asked me to prepare a case study of Judi for the March 8 meeting. He again discussed the role of a Child Development Coordinator. He spoke of training kindergarten teachers by using resource teachers. He mentioned tests to assess these children . . . the MSSST, PMS, Wepman, Slossen or Peabody.

We must have bright, average and low children to compare. We must follow them up through the grades and assure proper placement . . . all of this is necessary for the state profile.

3/8/74 Betty Warren and Margaret Cannon demonstrate Montessori materials for the SEIMC at morning meeting of CEC. Betty Warren presents case study of Judi at afternoon meeting of SEACAP. All meetings held at the University of Delaware, Clayton Hall.

3/14/74 Seaford Meeting with Dr. Dillon, Bonnie Higgins, Bob Bresnahan, Arch Moore, Irv, and Betty Warren. Dr. Dillon presents pamphlets and OH guide and comments that SEACAP is following right behind the work at Leach School.

Our major thrust will be a Part D proposal for long-range funding. We'll have the developmental profile by April 7.

SEACAP is ready to develop training, technology, etc., to meet long-range specific problems. Our concern is to reach the hard-core of 1 to 2%.

SEACAP must show us how to deal with kids who get off the track at 16-36 months of life.

4/3/74 Workshop by Betty Warren for kindergarten teachers and aides. Training in giving the complete MSSST.

4/26/74 Steam II Meeting at Capital. Dr. Dillon, Mr. Warren, Don Buckland, Bev Filer, Bob Hall, and Betty Warren present.

You must devise a child study team. You must keep a profile on the hard-core handicapped to track them. Part D money is for specific hard-core LD's.

You must design <u>intensive intervention</u> for this child.

Next year you should know these things:

1. Where the kids are developmentally.
2. Plan for those who are not responding to the regular program.
3. Keep baseline information for future predictions.
4. Now ask for the assignment of additional special education units at a kindergarten level if you need them.

4/26/74 (continued)
Following these comments, Mr. Warren and some of the other committee members expressed confusion as to what this district's obligation to SEACAP is. Dr. Dillon has not yet presented the inventory or profile but data on children has been collected. It was decided another meeting should be held shortly to clarify the direction we must take.

5/3/74 First grade Capital workshop by three resource teachers. Sessions in Motor, Perceptual, and Emotional Development of Children presented. Afternoon devoted to specific activities for LD children and a resume of the MSSST test and prescriptions on next fall's incoming first graders.

5/20/74 Re-testing of 178 kindergartners and summary of results.

Evaluation

I. Kindergarten and first grade teachers show evidence of making closer and more astute observations of children as a result of their acquaintance with developmental philosophy. Not only has a greater awareness of the problems of children developed but greater attempts have been made to ameliorate the problems.

II. The majority of children tested showed great improvement on the Motor Performance section of the MSSST. (See page on Test Results.)

III. There is a definite need at the kindergarten level for a language and graphics development program. One that is structured for children who come from deprived language backgrounds.

IV. Aides employed to work with identified children vary in their own abilities as much as do the children. Certain criteria for the job description of this specialized type aide should be developed.

Proposed Plans for 1974-1975

I. Entire MSSST administered by kindergarten teachers to suspect children within the first six weeks of school.

II. In-depth testing of "hard-core" children during October and November by SEACAP coordinator. Tests to be used include:

A. Peabody Picture Vocabulary Test
B. Wepman Auditory Discrimination Test
C. Slingerland
D. Modified Purdue Perceptual Motor Survey
E. Bender Crawling Test and Jani Inventory (where indicated)

III. Teaching of State Profile to teachers by coordinator.

IV. Development of card activity file by kindergarten teachers.

V. Demonstrations at kindergarten sites with children by coordinator in areas of gross motor, perception (visual and auditory), language and graphics.

Needs for 1974-1975

I. More Steam II meetings to keep committee informed of progress.

II. Greater contact by coordinator of IPRD teams in individual schools.

III. Closer supervision of aides.

IV. Presentation of developmental philosophy to parents.

Capital School District

945 Forest Street
Dover, Delaware 19901

Board of Education
William J. Kershaw, Jr., *President*
Ralph Hazelton, *Vice-President*
Mrs. Barbara W. Geisinger
Charles N. Hall, Jr.
William H. Bam

Dr. Edward M. Powell
Superintendent of Schools
Phone: 678-5556

Edward W. Goste
Assistant Superintendent
Phone: 678-5558

Robert B. Antonoff
Business Manager
Phone: 678-5512

Dr. H. P. Christensen
Director of Secondary Curriculum
Phone: 678-5507

James C. Hardcastle
Director of Personnel
Phone: 678-5505

Melville F. Warren
Director of Elementary Curriculum
Phone: 678-5560

Area Code (302)

April 17, 1975

Dear Dr. Dillon;

I should like to appraise you of our progress in the use of the CADETS Profile in the Capital District during the past school year.

I should also like to request 50 additional CADETS Profiles for use for the coming school year. The 50 new books we must have as soon as possible to enable our kindergarten teachers to begin profiling the "hard core" Seacap children whom we have identified during our screening this year.

As you know, we chose 20 elementary children from the Capital District for purposes of field-testing the CADETS Profile during 1974-75. These children fell in the following two groups:

1. The first group of 10 children was chosen because it represented a wide range of abilities and disabilities and the information we had already accumulated on these children could be translated into an initial data line on the profile. This vertical study was devised for district use to expose the wide range of exceptionalities in our Capital school population. The breakdown of the first 10 included:

1 Severe EMH	1 Mild EMH
1 Severe LD	1 Mild LD
1 Severe SEM	1 Mild SEM
1 Average	1 Bright
1 Gifted	1 Deaf Aphasic

All of the above 10 children were assigned to regular classrooms in the elementary schools; and while some were receiving special education services, all were in a mainstreaming situation.

2. The second group of 10 children was made up of all degrees of learning disability from mild to moderate and severe. These children were selected because they had had Seacap screening tests to provide the initial data. They also represented a cross-section of our six elementary schools which vary widely geographically and environmentally. Profiling these 10 children revealed that problems within the one category of LD are as varied as the problems we found in our vertical study from EMH to Gifted.

Initially, accumulating accurate pre-test data on these 20 children was time-consuming, for all permanent record folders, doctors reports and specialists resumes were checked to ascertain the validity of information we were recording on the profiles. The actual evaluation of the children was fascinating and only a few specific criteria had to be checked individually with each child.

We have now entered Phase 3 of our profiling and these 20 children are being re-evaluated for the third time. We have formed the following opinions which you might find interesting:

1. The profile is not actually a time-consuming instrument once the child has been initially graphed. The third evaluations are accomplished easily with each child in less than an hour.
2. To teachers, profiles are an excellent instrument for showing the progress or growth that has occurred. Teachers feel a real sense of accomplishment when they realize gains that the children have made. So while the profile shows accountability it also is reinforcing to teachers.
3. Next year's teachers who receive one of the above children will know in September what the assets and deficits of these children are and can begin instruction at that time instead of testing for four months to discover "where" the child is functioning. Prescriptive and diagnostic comments have been recorded in the CADETS book to serve as a guide for the teacher.
4. Parental reaction to CADETS is positive! It serves as a document to acquaint parents with the child's developmental abilities and disabilities and notes his progress from one level to the next. It is non-threatening since it is graphically conceived. All parents who have seen it have expressed gratification that this district is keeping close watch on the child's growth in so many areas.
5. Workshops conducted for classroom teachers, administrators, special education and orthopedic teachers have elicited only positive comments.

We feel that by September in addition to the 20 profiles that will be passed on to new teachers, we will have profiled approximately 25 kindergarten children who will be entering first grade. An additional 25 special education children currently in elementary classrooms and receiving special help will be profiled by October 1.

This will then give our district 70 hard core learning problems on the tracking system. Thereafter, these children will be tracked and evaluated on a yearly basis each June. This evaluation will serve as a beginning point for instruction in September.

I cannot tell you how impressed I am with this document as an aid to children, teachers and parents. Best wishes for widespread distribution of CADETS!

Sincerely,

Betty L Warren

Betty L. Warren
SEACAF Coordinator
Capital District

C.C. Dr. Edward M. Powell
Mr. Edward Goate
Mr. M. F. Warren

PROJECT SEACAP SUMMARY REPORT

CAPITAL SCHOOL DISTRICT, JUNE 1975

This report encompasses the following areas of concentration during the past school year:

I. CADETS PROFILES

II. CORE CHILD STUDY TEAM

III. CADETS WORKSHOP DISSEMINATION

IV. MSSST RESULTS

Betty L. Warren
SEACAP Coordinator

CADETS Profiles

This year, the Capital School District has engaged in field testing a new document known as CADETS. In an effort to look closely at the child as an information processor, Career Access Developmental Educational Tracking Systems provides a composite of the child's strengths and deficits in fourteen lines of development from birth through career entry.

CADETS is written in behavioral objectives and a diagnostic prescriptive comment by specialists working with the child leads from one developmental stage to the next. The lines of development are as follows:

I. Motor Development
   - A. Postural Efficiency
   - B. Basic Differentiation
   - C. Locomotion

II. Specific Perceptual
   - A. Tactile-Kinesthetic
   - B. Gustatory-Olfactory
   - C. Basic Visual
   - D. Auditory

III. Cognitive-Symbolic
   - A. Graphic Visualization (shapes, forms, writing)
   - B. Language Processes (receptive and expressive language, vocabulary, spelling, and reading)
   - C. Quantitative Processes (numbers, geometry, measurement, operations and properties such as addition, subtraction, multiplication and division)

IV. Toward Operational Inquiry (Piaget)
   Encompasses categorization, conservation or order, number relationships, temporal concepts, hypotheses, inference, logical contrasts and comparisons.

V. Personal, Social, Vocational Development
   - A. Toward Maturity in Personal Care
   - B. Toward Maturity in Learning Tasks
   - C. Toward Maturity in Vocational Adjustment

The CADETS profile and book of behavioral criteria progresses with the child from grade to grade providing immediate and accurate information to the teacher. It pinpoints the child's functional level, and reveals the progress he has made and that the teacher has made with him therefore providing teacher accountability.

The design for CADETS is the product of Dr. Ed Dillon of the Development and Dissemination Division of the Department of Public Instruction. Three district teachers--Betty Warren, Jackie McNeil, and Virginia Glover--are cited with other Delaware teachers for contributing to the writing of the behavioral objectives.

Twenty children were chosen from the Capital District this year for field testing the CADETS profile. These children fell into the following two groups:

I. The first group of 10 children was chosen to represent a wide range of abilities and disabilities. Previous information already on file could be translated into an initial data line on the profile. All of these 10 children are assigned to regular classrooms in elementary schools and some are receiving special education help while remaining in the mainstream.

1 Severe EMH	1 Mild EMH
1 Severe LD	1 Mild LD
1 Severe SEM	1 Mild SEM
1 Average	1 Gifted
1 Bright	1 Deaf Aphasic

II. The second group of 10 children was selected from the learning disability category. All had been pre-tested with the Meeting Street School Screening Test and they represented each of the six elementary schools in the district which vary widely geographically and environmentally. The problems of these children range from severe to mild and from specific to multiple in all areas from perception to cognition.

Parent interviews were held with all parents of the first group of 10 children. Parental reaction to CADETS is positive and non-threatening. Since the profile is graphically conceived, it is easy to explain to parents. All parents interviewed have expressed gratitude that this district is closely tracking the growth of exceptional children.

An additional 25 profiles have been given to kindergarten teachers in the past six weeks to graph long-term, hard-core learning problems who will be entering first grade in September. It is hoped that special education teachers will track an additional 20 children in the Fall of 1975. The district will then have approximately 70 children on CADETS including several from the Orthopedic Facility.

Six district teachers will attend the INITIAL CADETS SPECIAL STUDY INSTITUTE offered by the University of Delaware in August, 1975. Betty Warren will assist Dr. Dillon and consultants to CADETS in teaching the profiling process to teachers.

The Core Child Study Team

The Capital District has formulated the following management plan to meet the needs of long-time, hard-core exceptional children in the district.

I. There shall be a Core Study Team to operate district-wide in determining the needs of exceptional children.

A. This team will be composed of the following early childhood specialists:

Mel Warren, Director
Betty Warren, Chairman
Ginny Glover, Elementary
Jackie McNeil, Middle School
Anne Caffey, Orthopedic

B. The function of this team will be:

1. To screen kindergarten children at the request of the kindergarten teacher in the fall of each year and to re-screen at the end of the year.

(Tests used will be the MSSST and Jr. PMS as well as other developmental criteria.)

2. To write an assessment of each child's strengths and deficits and to prescribe activities for that child.

3. To make recommendations and suggest referrals to other specialists.

4. To ascertain with the kindergarten teacher at the end of the year which children should be put on the CADETS profile.

5. To assist teachers with questions about the profile.

C. The function of the chairman will be:

1. The chairman will be responsible for the exact location and storage of the CADETS book in each school.
   a. During the school year, special education teachers or classroom teachers will have the books signed out to them in order for CADETS to serve most usefully.
   b. A central location for summer storage will be decided upon by <u>all</u> principals and the chairman.

2. The chairman will be responsible for informing and obtaining permission of the parents to track the child . . . and further bear the responsibility of seeing that the parent is informed on a regular basis of the child's progress.

(Children once on a profile will be evaluated once a year at the close of school in June. Children put on profile

during the school year will be re-evaluated again in June and then once yearly thereafter.)

II. Child Study Team in Each School

A. This local Child Study Team will be composed of the following:

Mel Warren, Director
Principal of School, Chairman
Kindergarten or Special Ed Teacher
Classroom Teacher
Betty Warren
Jackie McNeil
Virginia Clover

(All or one of these depending on need.)

B. Members of the Core Child Study Team have a working relationship with the School Child Study Team:

1. Core Team serves as a resource team to School Team and may be called on by School Team to help in planning child's program.

2. Core Team may provide consultant help or further diagnosis.

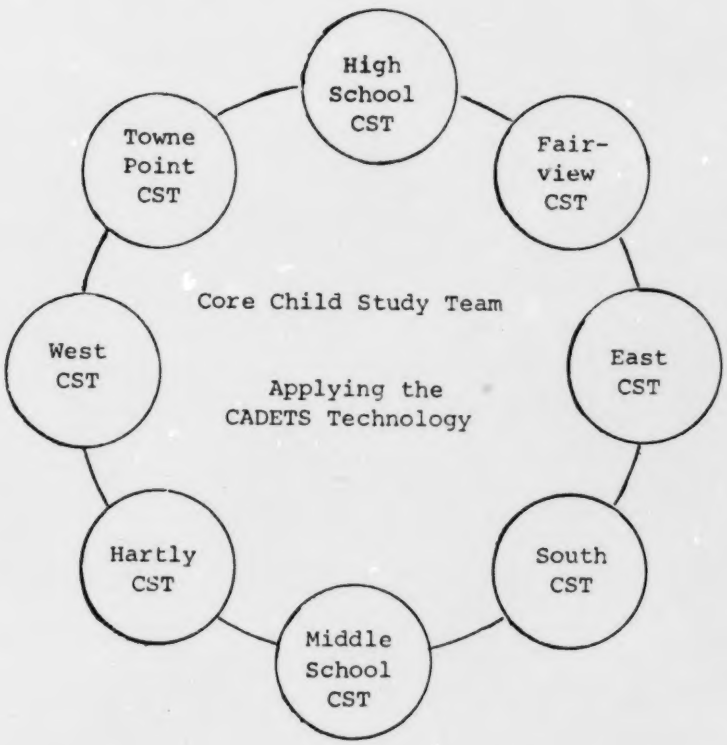
3. Core Team may support school's viewpoint in parent conferences.

4. Core Team may provide training and consultation services for other teachers in the school.

III. As CADETS children progress through the schools, a high school teacher will be added to the Core Team to function at this level.

Using the conservative estimate that 15% of our Capital kindergarten population will fall in the category of exceptional children who will need to be on the CADETS tracking program--some 64 children (based on our present population) will need to be followed each year. This is approximately 11 children per elementary school.

To provide the outlined services to the School Child Study Teams, it is suggested that one day every two weeks from November through April be set aside for Child and Core Study Team Meetings. Therefore, the members of the Core Team would need a substitute for 12 days during the school year to fulfill their function. This is exclusive of the kindergarten SEACAP testing.


High School CST
Fair-view CST
East CST
South CST
Middle School CST
Hartly CST
West CST
Towne Point CST
Core Child Study Team
Applying the CADETS Technology

CADETS Workshop Dissemination

During the 1974-75 school year, the SEACAP coordinator conducted the following workshops on CADETS:

I. Presentation of 20 Capital children on CADETS to kindergarten and special education teachers. Explanation of the profile and its use.

II. Kindergarten and special education workshop to Group Profile children by the teachers.

III. Workshop to acquaint administrators with the profile.

IV. Workshop to acquaint orthopedic teachers and William Henry Middle teachers with the profile.

V. Workshop with Peggy Kay from Leach to aid orthopedic teachers in profiling two children.

VI. Workshop to acquaint South Dover teachers with the profile.

VII. Workshop for Dr. Dillon to University of Delaware students on CADETS.

VIII. Council for Exceptional Children Workshop at the University of Delaware on CADETS, March 7, 1975.

IX. Workshop at Leach School for members of the State Planner's Office and orthopedic parents.

X. Kindergarten parent orientations at three schools--Towne Point, South, and East--to present developmental philosophy to parents at the request of the principals.

Three children currently on profile will leave the elementary school this year to enter the middle schools. The coordinator has met with teachers who will receive these CADETS children to explain and present the profiles. Mrs. Jackie McNeil at Central Middle School will continue tracking these children as they proceed to the next levels of development.

SEACAP 1975 MSSST Testing Report

Three Year Summary by School Showing Percentages of Students Passing the Post Test Each Year:

School	1973	1974	1975
East Dover	48%	48%	38%
Fairview	57%	46%	88%
Hartly	27%	48%	76%
South	47%	60%	47%
Towne Point	55%	53%	68%
West	55%	40%	68%

Implications for District From MSSST Testing

The first two years of the program, all kindergarten had aides employed to assist in the motor program and all children who did not pass the pre-test were given help during the year. All of these children gained approximately 6 or 7 points on the post test. Since this figure remained constant for two years, we were unable to determine if a motor program or normal developmental growth was contributing to the increase in scores.

This year, however, without the help of an aide, there was considerable variation in average point gain per child--from 3 to 8 points difference. The percentage of students passing the MSSST this year and tested both in May and October varied in the schools from 38% to 88% which must surely be a significant variance.

Increased mobility and decreased enrollment were noted during the testing. We lost 20 children during the year who moved from the district and we acquired 12 new children whom the teachers felt needed testing before entering first grade. This enrollment factor had not occurred the two previous years and probably is a reflection of the economic changes that are current in our country.

Interpretations:

1. We feel the MSSST testing this year does reveal that emphasis on motor development, perception and language by the teacher who uses a developmental approach results in greater gains for the children, and that these gains are not due to normal developmental growth alone. We must conclude that the testing indeed reveals teacher accountability.

2. We also feel that in the schools which this year showed the lowest percentage gain, the aides had been a great asset to the teachers in the previous years.

Recommendations:

1. Re-employment of carefully screened SEACAP aides at a kindergarten level.

2. Continued emphasis on designing and implementing a true developmental curriculum at the kindergarten and first grade levels.

3. Continued MSSST testing and prescription writing for kindergarteners.

Break-Down of Children Tested:

Total Children Tested in October, 1974	123
Total Children Tested in May, 1975	103
Total Children Moved; Not Re-tested	19
Withdrawn by Mother	1
Total New Moved into District & Tested in May only	12
Total Tested Both in May and October	103

Results of 1975 Testing Per School

School	October 1974	May 1975	Point Gain
East Dover	12.75	16.89 (17.11)	4.14 (4.36)
Fairview	13.20	19.33 (21.56)	6.13 (8.36)
Hartly	11.87	19.90	8.03
South	13.26	17.02 (17.07)	3.76 (3.81)
Towne Point	14.38	20.52	6.14
West	12.57	18.40 (18.44)	5.83 (5.87)

These figures represent the average score or point gain for each school. Figures in ( ) are the scores of only children tested both times.

The following shows the percentage of students passing the pre-test and the percentage passing the post-test. (The last column includes only those children tested both in October and May.)

School	Pre-Test	Post Test	Both
East Dover	11%	36%	(38%)
Fairview	8%	73%	(88%)
Hartly	4%	76%	(76%)
South	4%	50%	(47%)
Towne Point	23%	68%	(68%)
West	14%	65%	(68%)

Out of 103 children tested both times, 11% passed the pre-test and 64% passed the post-test.

MSSST TEST SUMMARY BY SCHOOL

School	# Tested Out	# Passed	# Not	# Tested May	# Passed	# Not	# Tested Oct & May	# Passed	# Not
East (5 moved 1 extra 5/75)	18	2	16	14	5	9	13	5	8
Hartly (2 moved)	27	1	26	25	19	6	25	19	6
South (4 moved 3 extra 5/75)	23	1	22	22	11	11	19	9	10
Fairview (3 moved 1 withdrawn 7 extra)	12	1	11	15	11	4	8	7	1
West (2 moved 1 extra)	21	3	18	20	13	7	19	13	6
Towne Point (3 moved)	22	5	17	19	13	6	19	13	6
TOTALS:	123	13	110	115	72	43	103	66	37